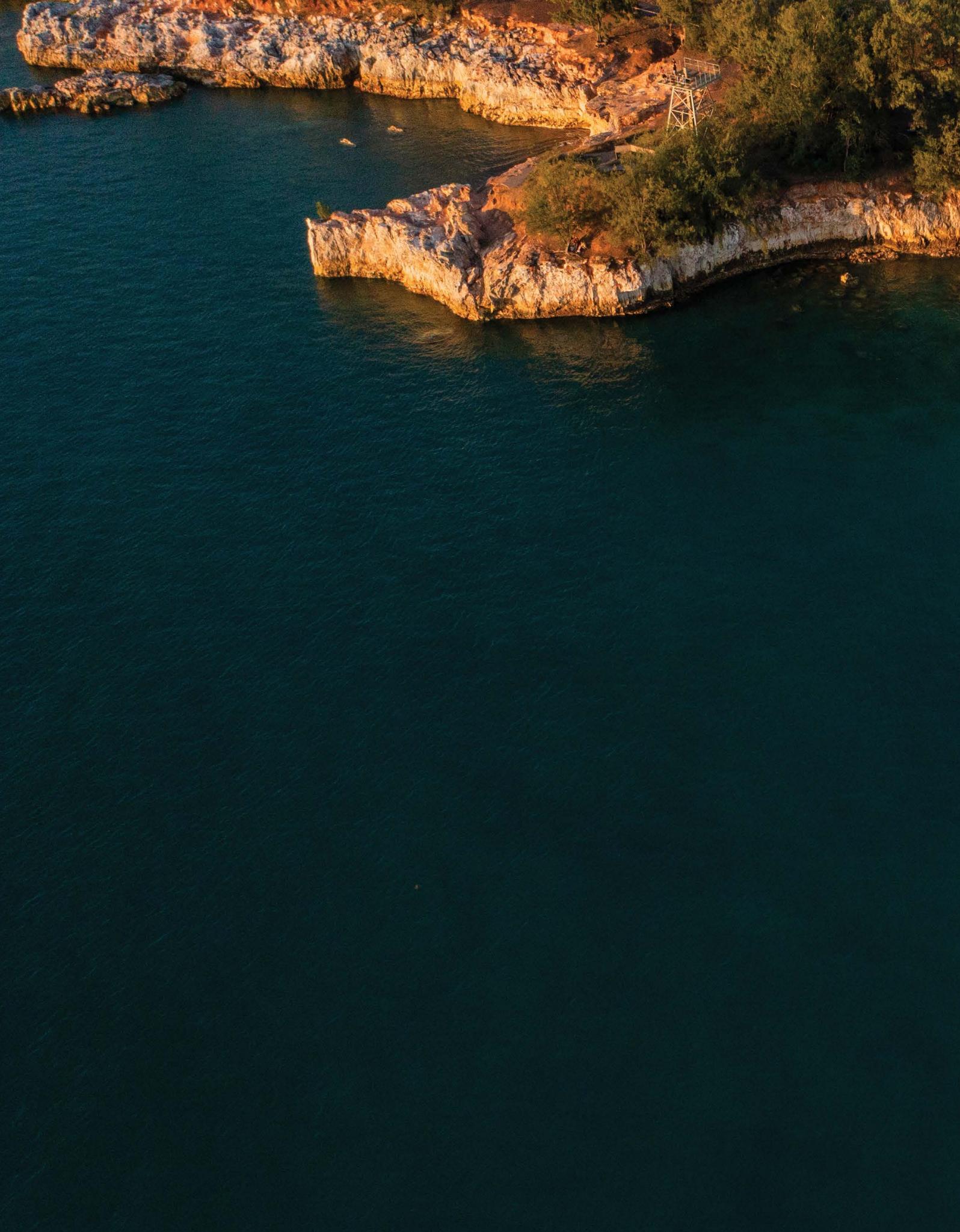


Accessibility Action Plan

2023 - 2026





Acknowledgement of Country

Charles Darwin University acknowledges and pays respect to Elders past, present and emerging of the Larrakia people where the main Darwin campus is located, along with our campuses on lands of the Arrernte of Alice Springs, the Jawoyn, Wardaman and Dagomon of Katherine, the Warumungu of Tennant Creek, and our interstate campuses on lands of the Gadigal People of the Eora Nation of Sydney and the Kulin Nation of Melbourne. CDU also acknowledges its footprint is on the lands of many nations of Aboriginal custodians including the Kungarakan and Warrai people of Batchelor and Adelaide River, Yolngu of northeast Arnhem land, and the Tiwi people.

Together, we acknowledge the traditional custodians of this land and their ongoing connection to Country. We are grateful for the knowledge and wisdom they have shared and continue to share, and we recognise their unique and irreplaceable contributions to our society. In the spirit of reconciliation and unity, we reaffirm our dedication to creating an inclusive and accessible future for all, guided by the values of respect, understanding, and cooperation.

As we develop and implement our Accessibility Action Plan, we are committed to promoting inclusivity and accessibility for all individuals, including those with diverse abilities. We acknowledge that accessibility is a fundamental human right, and we are dedicated to creating an inclusive environment that values diversity and empowers all members of our community.

We recognise the importance of engaging in meaningful and ongoing partnerships with First Nations communities to ensure that our efforts to improve accessibility are respectful, culturally responsive, and informed by First Nations perspectives and wisdom.

Through this Accessibility Action Plan, we strive to remove barriers and provide equal access to opportunities, services, and resources for everyone. We understand that achieving accessibility is an ongoing journey, and we commit to continuous learning, improvement, and collaboration with stakeholders to achieve our shared vision of a more accessible and inclusive society.

Message from the Vice Chancellor

It is with great pleasure that I present to you the Charles Darwin University Accessibility Action Plan. We recognise the importance of creating an inclusive and accessible university environment that empowers every student to thrive and contribute without discrimination.

This Action Plan represents our commitment to fostering a university where diversity is celebrated and ingrained into everything we do. Accessibility is not an addendum to our mission; it is integral to the quality educational experience we endeavour to provide. Aligned with our core values, this plan sets action to remove obstacles that may impede the full participation of individuals with disabilities.

I am deeply grateful to all the individuals who have contributed their expertise, insights, and passion to developing this Accessibility Action Plan. Our students and staff have come together to create a document that reflects our collective aspirations for a more inclusive future.

I invite every university community member to actively participate in implementing this plan. Together, we will create a community that stands for accessibility, a testament to our shared commitment to making a difference.

Professor Scott Bowman AO
Vice-Chancellor and President



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Introduction

The Accessibility Action Plan aims to transform the culture of Charles Darwin University (CDU) by implementing actions and strategies to remove barriers to access and promote inclusive practices for students with disability.

Aligned with CDU's commitment to creating an equitable and inclusive environment ([CDU Strategic Plan](#)), the Accessibility Action Plan (AAP) outlines strategies and success indicators under the following focus areas:



1. Policy and Planning

We will provide enabling policy which effectively meets the needs of our diverse cohort and guides accessible practice.



2. Learning and Teaching Environment

We will provide equitable access to CDU university courses through inclusive practices in learning, teaching and assessment that support the academic participation and success of all students.



3. Digital Environment

We will provide a digital environment that enables equitable access and implement reasonable accommodations to support the learning experience for all.



4. Built Environment

We will ensure a built environment that enables the safe and equitable participation of people with disability in all aspects of campus life.



5. Student Life

We will ensure that students, staff, and visitors with a disability are encouraged to participate in the social and cultural life of the university.



6. Culture

We will ensure that we reflect and actively participate in, contribute to, and build upon an inclusive environment for all people living with a disability. We will endeavour to be the University that leads by inclusive and accessible practices and recognises the valuable contributions of our entire community. We recognise the important role of our diverse community in achieving the outcomes of the plan.

Legislative Framework

The CDU Accessibility Action Plan is guided by Federal and State legislation relating to disability and discrimination, as well as United Nations conventions including:

[Disability Discrimination Act 1992](#)

[Disability Standards for Education 2005](#)

[UN \(United Nation\) Convention on the Rights of Persons with Disabilities 2006](#)

[NT Anti-Discrimination Act 1992](#)

[Human Rights and Equal Opportunity Commission Act 1986](#)

University Framework

[Student with Disability Policy](#)

[Equity, Diversity & Inclusion Enabling Plan 2022-24](#)

Living with Disability

Over 4.4 million people in Australia have some form of disability. That is 1 in 5 people

- 17.8% of females and 17.6% of males in Australia have a disability
- 2.1 million Australians of working age (15-64 years) have a disability
- 35.9% of Australia's 8.9 million households include a person with disability.
Stats retrieved from: aihw.gov.au
- Only 4.4% of people with a disability in Australia use a wheelchair [\[1\]](#)
- 1 in 6 Australians are affected by hearing loss. There are approximately 30,000 Deaf Auslan users with total hearing loss [\[2\]](#)
- Vision Australia estimates there are currently 357,000 people in Australia who are blind or have low vision. They project that the number of Australians who are blind or have low vision will grow to 564,000 by 2030. (Refractive error not included) [\[3\]](#)
- 45% of Australians aged 16–85 years, experience a mental health condition during their lifetime [\[4\]](#)
- 3 million Australians live with depression or anxiety [\[4\]](#)
- Research shows job or financial loss can increase a person's risk of health problems, such as depression and anxiety [\[5\]](#)

Stats retrieved from: Australian Bureau of Statistics (ABS) 2019, 4430.0 – Disability, Ageing and Carers, Australia 2018, viewed 15 November 2019

Our CDU Community

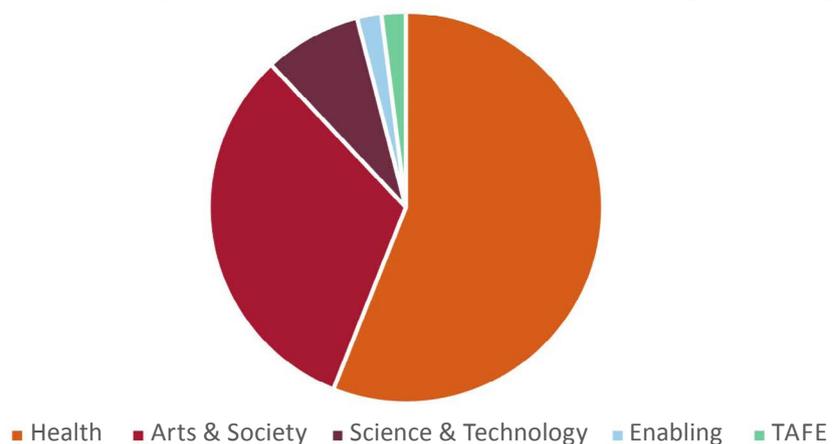
Access and Inclusion provide support to students who have a disability. The students who are registered with the service are those who have sought formalised support. There are 22,330 students enrolled at CDU. If 1 in 5 students have a disability, there are approximately 4,466 students with a disability at CDU. The Accessibility Action Plan is an important tool to improve supports for all students.

Number of students registered with Access and Inclusion



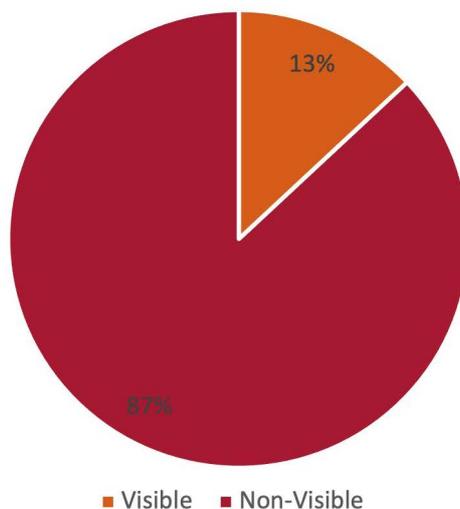
➔ There has been a gradual increase in the number of students who have current Access Plans since 2019. In 2019, 356 students were registered with the Access and Inclusion service, in 2020, 425 students were registered, in 2021, 475 students were registered and in 2022, 542 students were registered. Awareness, Acceptance, and Understanding can help ensure that students seek support when required.

Students registered with Access and Inclusion per faculty



➔ From the Students registered with the Access and Inclusion service in 2023, 56% of students are in the faculty of Health, 32% of students are in Arts and Society, 8% of students are in Science and Technology and there are 2% of students in Enabling programs and 2% in TAFE. This is not a representation of the number of students who have a disability, this is a representation of the number of students who have sought support.

Visible/Non-Visible disability



Visible disabilities refer to conditions that are apparent or noticeable to others. When someone has a visible disability, it is generally easier for others to recognise their challenges and offer appropriate support.

Non-visible disabilities are not immediately apparent or visible to the naked eye. These disabilities may include chronic pain, mental health conditions, autism, epilepsy, or certain learning disabilities. While individuals with invisible disabilities may not exhibit any obvious physical signs, they still face barriers to their education. With 87% of registered students having a non-visible disability, we need to be aware of this.

Being aware of both visible and non-visible disabilities is crucial for fostering inclusivity and understanding in society. Remember, not all disabilities are visible, and everyone's journey is unique. By increasing awareness and educating ourselves about invisible disabilities, we can create a more inclusive and supportive environment for individuals of all abilities.



There are 22,330 students enrolled at CDU. If 1 in 5 students have a disability, there are 4,466 students with a disability at CDU.

Neurodiversity at CDU

The concept of neurodiversity highlights the understanding that people perceive and engage with the world in various ways, and there isn't a singular correct way of thinking, learning, and behaving. Rather than perceiving differences as deficits, neurodiversity recognises and appreciates the diverse range of cognitive abilities and perspectives individuals possess.

The value of accommodating neurodiversity extends beyond neurodivergent individuals alone. It allows us to recognise and embrace the unique ways in which each person functions. Instead of categorising certain ways of functioning, teaching, and supporting as right or wrong, we can celebrate these differences for the valuable contributions they bring to society and to various contexts, such as education at CDU.

When we adopt an inclusive understanding of neurodiversity, it benefits not only neurodivergent individuals but also society as a whole. It fosters an environment where diverse cognitive styles and viewpoints are respected and nurtured. By embracing neurodiversity in education and the community we promote a more inclusive and innovative society.

In the context of CDU, embracing neurodiversity creates an environment that values and supports the unique strengths and perspectives of all individuals. It encourages collaboration and inclusivity, honoring diverse learning styles and needs.

CDU Students

In our pursuit of creating a more accessible and inclusive educational environment, we recognise the profound importance of including student stories and actively seeking student feedback within our accessibility action plan. As we embark on this journey, it is imperative to acknowledge that the foundation of our plan lies in the real-life experiences and perspectives of our students. Our commitment to this approach is rooted in our belief that by listening to and learning from our students, we can create an inclusive educational environment that reflects their needs and aspirations, ultimately enriching the entire educational experience for everyone involved. Students have been involved and will continue to be involved in the development of the plan through focus groups, surveys and ongoing discussions.

Grace Tuiono

“My name is Grace Tuiono. I am currently enrolling in a Diploma of Art, I have also studied TEP at CDU. I strongly believe a disability doesn't stop you from achieving your goal's in life. I recently lost my mum and this made me want to take life by the horns and give it everything I have. I know that there will be bad moments but there will also be successes. I always take what my Mum and Dad have said to me and use it to the best of my ability “having a disability doesn't define who you are, you are whoever you want to be and whatever dream you have for yourself. You have the power to make a difference and make your mark in this world. It doesn't matter what anyone says, you are created for more and are whatever you see yourself to be”. For me, it is easy to find your happy place and work your way from there. For me my happy place is music, and it makes me feel that I can conquer anything and everything, my focus is to enjoy life and for my life to be whatever I want it to be. Everyone is different and you don't know everyone's story.

Embrace who you are, as there's no one else in this world that can be you.”



Alyssa Harding

"I am Alyssa Harding; I am 30 years old. I have lived in Australia for most of my life and am studying a Bachelor of Creative Arts at CDU. In my early 20's I was diagnosed with Autism"

Why is the Accessibility Action Plan Important?

"Anything that can bring awareness to other people, create connection and understanding for people who might be neurodiverse or have a disability is important".

Your experience studying at CDU?

"I think there needs to be more awareness and understanding across the entire university, I think that this Accessibility Action Plan is a great step. Access and Inclusion has definitely helped me be successful in areas of study, they enable me to ask for what I need to be successful. Imagine living your life with a black and white no sound tv. Then someone comes along and says, "hey this is called colour and this called sound, add these to your tv and it will make your experience amazing" That's what CDU and Access and Inclusion has been like for me. CDU is like a cruise ship, with a vast array of activities and exciting things to do and it is amazing. But sometimes someone might fall off that cruise ship. Access and Inclusion has been like the lifesaver buoy that you throw off the boat and it is there to stop you from drowning and pull you back. Access and Inclusion have been like that for my studies, things don't always make sense for me, and they have bridged that gap"

"Asking for help is not a sign for weakness, everyone is different, and everyone needs what they need."

Progress and Achievements

In the past 5 years Charles Darwin University has achieved the following:

- The Education Strategy Team led CDU in participation in the Inaugural ["Fix your content day"](#), CDU came in the top 12 institutions globally and number 1 in the Asia Pacific
- The Education Strategy Team designed resources and the integration of [Open Education Resources \(OER\)](#) to increase digital accessibility for staff and students.
- The Education Strategy Team Global Accessibility Awareness Day [Lighting talks 2022](#) in collaboration with various teams across CDU.
- The Access and Inclusion Team rolled out compulsory [Disability Standards and Awareness Training](#) as supported by our Vice Chancellor
- The Access and Inclusion Team ran [IDPWD](#) events 2020,2021,2022.
- [Student with Disability](#) Policy updated 2021.
- Dr Khyiah Angel initiated the [Neurodiversity Hub](#)
- The Access and Inclusion Team opened the [Sensory Space](#) at Casuarina Campus
- The Access and Inclusion Team provided feedback and collaborated on the [NTG Disability Action Plan](#)
- Increase in students registering with the Access and Inclusion service for support –200% over 4 years.
- Dean Approval and Endorsement of Access Plans & Reasonable Adjustments – 2020

Focus Areas

1. Policy and Planning

Enabling policy which effectively meets the needs of our diverse cohort and guides accessible practice.

| Objective | Actions | Responsibility | Timeframe | Contributing Plans |
|---|---|---|-----------|---|
| Course reviews and reaccreditation: provide opportunities for students with disability to contribute and consider accessibility requirements. | Develop procedures and or adapt current procedures to reflect the need for accessibility and contribution of people with a disability. | Director Learning Futures and Lead Education Architect Associate Director, Student Support PVC, Faculty | 2026 | Learning and Teaching Core Plan |
| Ensure the implementation, action, and acknowledgement of "Access Plans". Actively participating in their implementation and building upon awareness of reasonable adjustment in Education. | Development of "how to guide" in implementing Access Plans. Promotion of Disability Standards and Awareness Training. | Associate Director, Student Support PVC, Faculty | 2024 | Learning and Teaching Core Plan Equity, Diversity, and Inclusion Plan |
| Review key student facing policies and procedures against Disability Standards for Education (2005) and adapt where necessary. | Instigate procedure for review against DSE for incoming policy and procedures. Review and modify CDU's admission and enrolment processes to ensure that they are accessible, welcoming, and encouraging of people with disability. Ensure positive and enabling language and images are embedded within university policy, procedures, and documents. | Manager, Student Policy, and Complaints Associate Director, Student Support | 2024 | Student Experience and Success Core Plan |
| Ensure the Accessibility Action Plan is effectively implemented, monitor, evaluate and review on a bi-annual basis. | Review schedule set and meeting scheduled for key stakeholders on a bi-annual basis. | Associate Director, Student Support | 2024 | Student Experience and Success Core Plan |
| Compulsory Disability Standards and Awareness Training completed every 2 years by all CDU staff. Training to be monitored, reviewed, and updated annually. | Promotion of training through all channels. Update of training continuously including people with lived experience. | Associate Director, Student Support PVC, Faculty | Ongoing | Equity, Diversity, and Inclusion Plans Student Experience and Success Core Plans |

2. Learning and Teaching Environment

Provide equitable access to CDU university courses through inclusive practices in learning, teaching and assessment that support the academic participation and success of all students.

| Objective | Actions | Responsibility | Timeframe | Contributing Plans |
|---|--|--|-----------|---|
| Establish inherent course requirements that are detailed online as a form of information not exclusion. | <p>Inherent requirements should be reviewed annually and as necessary.</p> <p>The inherent requirements are to be made in consultation with the Access and Inclusion Team and to reflect professional body requirements.</p> <p>Training and/or resources are provided to staff on equitable and compassionate discussions around inherent requirements.</p> | <p>Director Learning Futures and Lead Education Architect</p> <p>Associate Director, Student Support</p> <p>PVC, Faculty</p> | Ongoing | <p>Student Experience and Success Core Plans</p> <p>Learning and Teaching Core Plan</p> |
| Adopt and adapt Accessible Procurement Practices provided by Council of Australasian University Directors of Information Technology Incorporated (CAUDIT) to meet the needs of students and staff with a Disability at CDU. | Communication of CAUDIT practices on Waterhole, along with information on the implementation and any procedures surrounding it. | Chief Information Officer | 2024 | Learning and Teaching Core Plan |
| Develop strategies for course design that explicitly address access, principles of inclusive practice and universal design (including inclusive reaccreditation). | <p>Access and Inclusion provided with a seat at reaccreditation co-design workshops. Actively seeking input from people with lived experience.</p> <p>Develop Universal Design Guidelines for Academic Staff.</p> | <p>Director Learning Futures and Lead Education Architect</p> <p>Associate Director, Student Support</p> | 2024 | Learning and Teaching Core Plan |

3. Digital Environment

We will provide a digital environment that enables equitable access and make reasonable accommodations to support the learning experience.

| Objective | Actions | Responsibility | Timeframe | Contributing Plans |
|---|---|--|-----------|---|
| Develop protocols for ensuring that all multimedia teaching and learning materials are transcribed/captioned appropriately. | Procurement of transcription/captioning has been assessed for accuracy and accessibility. | Director Learning Futures and Lead Education Architect | 2024 | Learning and Teaching Core Plan |
| All information published by CDU to meet Web Content Accessible Guidelines (WCAG) 2.0 standards. | Adaptation of procedures to include accessibility checks. WGAG guidelines made accessible on waterhole. | Associate Director, Student Support Director, Student and Academic Services | 2025 | Student Experience and Success Core Plans |
| Utilising and promoting Assistive Technologies to support our diverse cohort. | Showcase Assistive Technologies through partnership with Education Strategy, to students and staff. | Associate Director, Student Support | 2024 | Learning and Teaching Core Plan |
| Standardise the design of Learnline units to improve accessibility. | Develop Resources and guidelines around the development of Learnline units. Development of resources to support the design of teaching materials. E.g., not including images of text in PowerPoint slides. | Associate Director Student Support Director Learning Futures and Lead Education Architect | 2024 | Learning and Teaching Core Plan |

4. Built Environment

Ensuring a built environment that enables the safe and equitable participation of people with disability in all aspects of campus life.

| Objective | Actions | Responsibility | Timeframe | Contributing Plans |
|---|--|---|-----------|---------------------------------------|
| Ensure that designated accessible parking is reasonably allocated across all campuses; including undercover accessible parking. | Review of accessible parking and investigate funding for undercover spaces. | Director, Property and Facilities | 2024 | Equity, Diversity, and Inclusion Plan |
| Accessibility Maps available for all campuses. | Development and uploading of Accessible Maps. | Director, Property and Facilities Associate Director Student Support | 2024 | Equity, Diversity, and Inclusion Plan |
| Accessibility issues are assessed and acted on accordingly to ensure safe access and participation is provided. | Publicise the process for notifying issues related to access, using a variety of communication channels. | Director, Property and Facilities Associate Director Student Support | 2024 | |
| New designs/builds incorporate accessibility requirements and best practice input. | Ensuring appropriate feedback channels are established for the input of people with disability into the purposeful design of spaces. | Director, Property and Facilities Associate Director Student Support | 2024 | |



5. Student Life

Ensure that students, staff, and visitors with a disability are encouraged to participate in the social and cultural life of the university.

| Objective | Actions | Responsibility | Timeframe | Contributing Plans |
|---|---|---|-----------|--|
| Effective and inclusive communication strategies utilised to make students and staff aware of social and cultural activities. | Provision of communication checklist for events. | Associate Director, Student Support | 2024 | Student Experience and Success Core Plan |
| Design and deliver events, services and facilities that are inclusive and consider the needs of people with disability. | Provision of accessibility checklist for events. | Associate Director, Student Support | 2024 | Student Experience and Success Core Plan |
| Include and ensure access to Alumni who have a disability. | Facilitate meaningful ways to allow contribution to communications. | Manager, Alumni | 2024 | Student Experience and Success Core Plan |
| Adapt spaces within the campuses to incorporate sensory, wellbeing and accessibility needs. | Adapt spaces within the library to be inclusive for students with disability with annual review. Provision of sensory items and tools across campuses. | Director Library Services Associate Director Student Support | 2025 | Equity, Diversity, and Inclusion Plans |



6. Culture

Ensure that we as individuals and an organisation engage and actively participate in an inclusive environment for all people living with a disability. Building a culture of support, awareness, and inclusion.

| Objective | Actions | Responsibility | Timeframe | Contributing Plans |
|--|--|---|-----------|---|
| Educating and building awareness of “Non-visible Disability”. Creating a culture of respect, understanding and acceptance. | Development of resources and review of Disability Standards and Awareness Training. Collaboration on Mental Health Strategy activities, including endorsement and implementation. | Associate Director, Student Support PVC, Faculty | 2024 | Mental Health Strategy |
| Acknowledge and address the intersectionality between disability and other groups. | Incorporate intersectional awareness training into the Disability Standards and Awareness Training. Collaborate with student leaders to strengthen support networks. Collaborate with external community organisations to raise awareness and advocate for more inclusive practices. Undertake research initiatives, including benchmarking that can be fed back into support services. | Associate Director Student Support Student Council | 2024 | Equity, Diversity, and Inclusion Enabling Plans International Enabling Plan First Nations Core Plan |
| All staff engaging in respectful communication with students and staff and actively seeking advice where required. | Development of Guidelines on appropriate language and communication that supports an inclusive environment for all students and staff with disability. | Associate Director, Student Support | 2024 | Equity, Diversity, and Inclusion Enabling Plan |
| Building awareness and support for Neurodiverse Students at CDU. | Development of resources, projects, and collaboration opportunities with the Neurodiversity @ CDU working group that support Neurodiverse Students. | Neurodiversity @ CDU Associate Director Student Support | 2024 | Equity, Diversity, and Inclusion Enabling Plan Student Experience and Success Core Plan |
| Culturally appropriate support and services. | Development of Access Plan that supports students’ cultural observances and breaks down barriers to support. Ongoing liaison with First Nations Support Service to break down barriers to support. | Director, First Nations Leadership and Engagement Associate Director Student Support | 2024 | First Nations Core Plan Student Experience and Success Core Plan Global Enabling Plan |

Glossary

Disability

The *Disability Discrimination Act 1992* (Cth) defines disability as:

- > total or partial loss of the person's bodily or mental functions
- > total or partial loss of a part of the body
- > the presence in the body of organisms causing disease or illness
- > the malfunction, malformation, or disfigurement of a part of the person's body
- > a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction
- > a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions, or judgment, or that results in disturbed behaviour

and includes disability that:

- > presently exists
- > previously existed but no longer exists
- > may exist in the future
- > is imputed to a person (meaning it is thought or implied that the person has disability but does not)

Invisible Disability

Invisible disability is a disability or condition that is not visible from the outside, yet can limit or challenge a person's movements, senses, or activities. Unfortunately, the very fact that these symptoms are invisible can lead to misunderstandings, false perceptions, and judgments.

Discrimination

The Federal Disability Discrimination Act (1992) (DDA) makes it illegal to harass or discriminate against a person with disability or their associate, on the basis of disability, in the areas of:

- > education
- > employment
- > accommodation
- > goods and service provision
- > premises
- > transport
- > access to Commonwealth laws and programs

Disability discrimination is when a person is treated unfairly because of their disability. The discrimination can be disadvantage based on either:

- > being treated in the same 'blanket' way as those without a disability, i.e., without any reasonable consideration or accommodation of their disability; or
- > being treated unfairly in a way that is different to others without disability.

Indirect Discrimination

Indirect Discrimination occurs when a person is requirement to meet unreasonable criteria that they cannot meet due to their disability, whereas people without a disability would be likely to meet the criteria.

Direct Discrimination

When someone treats you or proposes to treat you less favourably than they would treat someone else in similar circumstances who does not have the disability, because of the disability.

Universal Design

Designing an environment, content, and tools, so they are accessible to people with different abilities. Using it in your classroom will benefit students with a disability but also all students to have the opportunity to learn in a way that suits them.

Neurodiversity

Neurodiversity describes the idea that people experience and interact with the world around them in many different ways; there is no “right” way of thinking, learning, behaving, and identifying differences.

Adjustments

According to the [Disability Standards for Education \(2005\)](#) a Reasonable Adjustment is a measure (or group of measures) implemented by an education provider to assist a student with disability to apply, enrol and participate in a course or program on the same basis as a student without disability. Reasonable adjustments also apply to ensuring students with a disability can participate in and utilise the facilities and services of the institution on the same basis as a person without disability.

Inherent Requirements

Inherent requirements are the abilities, knowledge, and standards of conduct and performance that are essential for a student to achieve the learning outcomes of a course or unit.

Accessibility

Accessibility refers to designing and providing products, services, and environments that are easily usable and available to all, including people with disabilities, ensuring equal access and inclusion for everyone.

Access and Inclusion

Access and Inclusion are a team within CDU who work under the Disability Discrimination Act and the Disability Standards for Education to ensure that students with a disability and provided with equitable opportunity to participate in and access their education. The Access and Inclusion team work with students and teaching staff to put in place reasonable adjustments and work on projects and initiatives to ensure that CDU is an Accessible experience for students.

Access Plans

Access Plans are a document made in collaboration with the student and Access and Inclusion. The Access Plan is developed through consultation with medical evidence, based on best practice and expertise in the providing adjustments. The Access Plan documents the reasonable adjustments required to ensure that a student with a disability is provide equitable access and participation in their studies.

Intersectionality

Intersectionality recognises that individuals have multiple, intersecting identities and that these identities can interact and intersect in complex ways, leading to unique and often compounded experiences of privilege and oppression. In the context of disability, intersectionality acknowledges that a person’s experience of disability is not isolated but is shaped by and interconnected with their other social identities, such as race, gender, sexuality, socioeconomic status, and more.

Access and Inclusion

E: Inclusion@cdu.edu.au

Governance

This is a working document, it will be available online and progress on projects and developments will be made visible. If you have any feedback that would benefit this document, or would like to let us know about work that you are doing please go to this QR code.

The plan will be reviewed bi-annually to ensure progress and continuity of key actions.

