

SG.42	ADDITIONAL SUPPORT FOR DIFFERING NEEDS AND ABILITIES		
APPROVED BY	ACADEMIC BOARD	Reviewed	Jan 2024
REVIEW STAKEHOLDERS	<ul style="list-style-type: none"> ▪ PRINCIPAL 	Minor edit	
	<ul style="list-style-type: none"> ▪ ACADEMIC DEAN 	Review period	3 Years
	<ul style="list-style-type: none"> ▪ COORDINATOR – DIVERSE NEEDS ▪ ENROLMENTS 	Next review	Jan 2027

1. PURPOSE

1.1. To ensure that students with differing learning needs and abilities (a diagnosis, disability, impairment, or medical condition) attending Bethlehem Tertiary Institute (BTI) are supported to access resources that enable participation to their potential in their academic study.

2. RATIONALE

2.1. BTI recognises that:

- every person is uniquely created by God.
- no two individuals are the same, therefore each person's learning needs will be specific to them and their circumstances. Ultimately BTI's solidarity stems from the shared bond we experience through our connection to Jesus Christ.

2.2. The legislations directing this policy include:

- *The Tertiary and International Learners Code of Practice* which states that the learning environment is inclusive of all students irrespective of their ability or disability.
- *Kia Ōrite*: The Kia Ōrite Toolkit is a New Zealand code of practice to achieve an inclusive and equitable tertiary learning environment for disabled learners to succeed.

<https://www.achieve.org.nz/kia-orite-toolkit/>

- The Ministry of Social Development published the *New Zealand Disability Strategy 2016 – 2026*, with the vision of New Zealand being a place of equal opportunity for people with disabilities to achieve their goals and aspirations.

"Just like other communities, the disability community has different groups of people who experience life in different ways. We think it is important to acknowledge the diversity of our community, both because we are proud of it and also because we want to make sure that no one is left behind. The Strategy is for all of us." (p.13)

- *New Zealand Bill of Human Rights Act 1993* legally established that people with disabilities cannot be discriminated against by tertiary education providers.
- *The Tertiary Education Commission* expects all tertiary organisations to provide support to ensure students with disabilities succeed in tertiary education.

3. DEFINITIONS

3.1. For the purpose of this policy, in alignment with **The New Zealand Disability Strategy**:

"Disability is not something individuals have. What individuals have are impairments. They may be physical, sensory, neurological, psychiatric, intellectual, or other impairments. Disability is the process which happens when one group of people create barriers by designing a world only for their way of living, taking no account of the impairments other people have..."

Ministry of Social Development. (2016). *New Zealand Disability Strategy 2016-2026*.
<https://www.odi.govt.nz/assets/New-Zealand-Disability-Strategy-files/pdf-nz-disability-strategy-2016.pdf>

4. POLICY

- 4.1. BTI endeavours to ensure the right of each student to inclusion and access to & with academic study is upheld. BTI desires to support every student to reach their full potential in their academic study.
- 4.2. BTI offers support through a coordinator whose role is to work alongside individual students to access internal and external resources specific to their unique academic needs.

5. PROCEDURES

- 5.1. Upon enrolment a student will identify, within the BTI Application Form, if they have a differing need or ability that may affect their access to academic study.
- 5.2. The coordinator will contact the student upon acceptance into the programme. This is to identify areas of need, and potential internal and external resources that could support the student's access to academic learning.
- 5.3. The coordinator will regularly engage with the student if required and provide further support if necessary. This may include meetings/discussions with the course educator(s), Ngā Maunga Āwhina and cohort mentors.
- 5.4. If a student identifies that they may have a differing need or ability that is impacting their academic learning, the coordinator can be approached to offer support to the student.
- 5.5. If a course educator identifies that a student may have a differing need or ability that is impacting their academic learning, and with the student's consent, the coordinator can be approached to offer support to the student.
- 5.6. Additional information may be added to the student management system with student consent and adherence to BTI privacy policies.