

SG.42 STUDENT DIVERSE NEEDS/DISABILITIES POLICY

APPROVED BY	ACADEMIC BOARD	VERSION	New
REVIEW STAKEHOLDERS	▪ TE TAIURUNGI, PRINCIPAL	Last reviewed	N/A
	▪ ACADEMIC DEAN	Published	May 2021
	▪ COORDINATOR – DIVERSE NEEDS	Review period	3 YEARS
		Next review	2024
PURPOSE	To ensure that students with diverse needs and/or disabilities attending Bethlehem Tertiary Institute (BTI) are supported to access resources that enable full participation in their academic study.		

BACKGROUND

New Zealand Bill of Human Rights Act 1993 legally established that people with disabilities cannot be discriminated against by tertiary education providers. 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. The Tertiary Education Commission expects all tertiary organisations to provide support to ensure students with disabilities succeed in tertiary education. *The Pastoral Care of Domestic Tertiary Students Code of Practice* states that the learning environment is inclusive of all students irrespective of their ability or disability. *Kia Ōrite: The New Zealand Code of Practice of and Inclusive Tertiary Education Environment for Students with Impairments* provides best practice standards and examples for institutes to meet their obligations to students with disabilities.

The legislation directing this policy includes:

- [Human Rights Act 1993, ss 57-60 New Zealand Disability Strategy Tertiary Education Commission](#)
- [Pastoral Care of Domestic Tertiary Students Interim Code of Practice 2019](#)
- [Kia Ōrite](#)

DEFINITION

For the purpose of this policy, ‘diverse needs’ and ‘disabilities’ means and includes: formally and/or medically diagnosed disabilities or learning needs that affect a student’s ability to engage with academic study.

1 General Principle

BTI endeavours to ensure that the right to inclusion and engagement with academic study of each individual student is upheld.

BTI recognises that:

- every person is uniquely created by God;
- no two individuals are the same, therefore each person’s learning needs/disabilities will be specific to them and their circumstances.

2 Scope

BTI desires to support every student to reach their full potential in their academic study. BTI offers support through a Diverse Needs Coordinator whose role is to work alongside individual students to access internal and external resources specific to their unique academic needs.

3 Policy Process

- a) Upon enrolment a student will identify within the BTI Application Form if they have a diverse need and/or disability that may affect their engagement with academic study.
- b) A meeting between the Diverse Needs Coordinator and student will take place in parallel with the enrolment process to identify areas of need, potential internal and external resources that could support the student's engagement in academic study.
- c) The Diverse Needs Coordinator will regularly consult with the student as to the effectiveness of engaged resources and assist with gaining further support if required.
- d) If a student or course educator identifies that a student may have diverse needs and/or disabilities that are impacting their academic study, the Diverse Needs Coordinator can be approached to offer support to the student with the above process of steps 2 & 3.
- e) In the event that the student and/or course educator request a meeting relating to the student's academic study, the Diverse Needs Coordinator will offer to attend.