

Disability Support - Verification & Impact Statement (VIS)

(confidential)

To be completed by a Health Practitioner registered with the Australian Health Practitioner Regulation Agency (AHPRA), specifically in relation to the nature of the student's disability or medical/health condition.

This information is requested for the purpose of providing **Reasonable Adjustments**. Details provided in this document remain confidential within Disability Support and are not shared without your permission unless there is a legal requirement to do so.

Students diagnosed with a **Specific Learning Disability** are required to provide a copy of their Adult Learning Assessment instead of this form.

Submitting your form: please upload this document with your online registration at www.adelaide.edu.au/disability/how-to-register. If you are already registered with our service, please email this form to: disability@adelaide.edu.au

To be completed by student – (Authority for Provision of Information)	
Student Name:	Student ID Number:
I hereby authorise the practitioner or health care provider to provide the information below and, in any attachments, and I authorise The University of Adelaide to seek further information from the practitioner or provider if necessary.	
Student signature	Date

To be completed by Health Practitioner	
Name	Practitioners Stamp Signature _____ Date _____
Phone	
Email	
Profession	

Diagnosis		Date diagnosed	
Brief description			
Severity	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> Severe

Disability type	
<input type="checkbox"/> Physical/Mobility	<input type="checkbox"/> Autism Spectrum Disorder
<input type="checkbox"/> Medical condition	<input type="checkbox"/> ADD/ADHD
<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Other Neurological condition
<input type="checkbox"/> Vision Impairment	<input type="checkbox"/> Acquired Brain Injury
<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Mental Health
<input type="checkbox"/> Other	
a) The student's condition (eg medical/physical condition, anxiety, depressive episode) is expected to: <input type="checkbox"/> resolve <input type="checkbox"/> improve <input type="checkbox"/> be well managed within: <input type="checkbox"/> 3 months <input type="checkbox"/> 6 months <input type="checkbox"/> 12 months Review date: OR	
b) The student experiences: <input type="checkbox"/> Multiple recurrent episodes which are expected to impact on their study episodically, but continuously (eg Schizophrenia, Bipolar, Major Depressive Disorder) OR	
c) The student's condition is: <input type="checkbox"/> Ongoing and stable <input type="checkbox"/> Ongoing and fluctuating <input type="checkbox"/> Ongoing and degenerative	
Recommended study load: <input type="checkbox"/> part time (1-2 courses) <input type="checkbox"/> full time (3-4 courses) NB: some Programs available only on a full-time basis	

Does the student require specific equipment, furniture, or adaptive software on campus? YES ☐ NO ☐

If yes, what is required? _____

Impact on Study: Please consider the impact of the student's disability/condition on their specific study skills/needs.

Cognitive skills (e.g., attention and concentration; planning and organisation; processing skills—auditory and visual; conceptual skills; memory; other)

Reading (e.g., reading from a computer screen or printed paper; reading from a white board; speed; comprehension; other)

Writing/Typing (e.g., physical ability writing/typing speed; spelling; punctuation; grammar; text organisation; other)

Other associated areas (e.g. understanding and using spoken language; performing calculations; fine motor skills; manipulating objects; other)

Physical environment (e.g., using stairs; sitting tolerance; standard acoustics; moving between venues on campus; other)

Impact on Attendance, Participation and Assessable Work: Please consider the impact of the student's disability/medical condition on their attendance, participation, and ability to complete assessable work within required timeframes

Attendance and participation: Some courses have mandatory/compulsory (in-person) attendance/participation requirements (incl group work/presentations). An Access Plan may assist a student to negotiate occasional absences from non-compulsory classes. Course Coordinators may require students to complete other tasks in lieu of missed work.

If the student requires adjustments relating to attendance or participation, please explain why.

Completing assessable work within course time frames: An Access Plan can assist students to negotiate short extensions (*up to 5 calendar days*), however may not be possible in some courses or for some assessment formats (eg group assignments, weekly assessments), or may be shorter for intense/accelerated courses. Longer extensions may be considered in *extenuating circumstances* and may require additional documentation. ***If the student requires extension/s for assignments, please explain why.***

Exams/ Tests/ Quizzes: Alternative Exam Arrangements (AEA) are adjustments to quiz/test/exam conditions (eg extra time per hour; breaks; medication, drink other than water; use of a computer/ergonomic furniture; smaller group venue).

Please list recommended adjustments to exams.

Other comments: _____

Thank you for your assistance with providing this information.