



Plain English summary of the Strategy

Disability Education Inclusion Strategy 2027-2031

A short, plain English version of the University's plan for students with disability

What this Strategy is

Southern Cross University has a plan to make education more accessible and inclusive for students with disability.

The Strategy runs from 2027 to 2031. This section is a short version. The full Strategy provides more detail.

Who the Strategy is for

The Strategy is for students with disability studying on campus, online, through mixed or flexible modes, and in practical or workplace settings.

It covers the student journey from information, admission and enrolment through to learning, assessment, progression, graduation and transition to employment or further study.

Employment matters for staff with disability are covered by the Disability Workforce Inclusion Strategy.

Why SCU has this Strategy

Students with disability are succeeding and continuing their studies at rates close to their peers. However, they may experience additional barriers when accessing learning, support, systems and services.

The Strategy aims to reduce these barriers and make access clear, timely, respectful and consistent.

What SCU will do

1. Create an inclusive educational experience

SCU will improve access to learning and support across the student journey.

- provide clear pathways to disability support;
- implement approved reasonable adjustments consistently and in a timely way;
- design curriculum, teaching, assessment and learning materials to be more accessible; and
- build staff capability to support students with disability.

2. Improve learning environments and technologies

SCU will strengthen accessibility across physical, digital and external learning environments.

- improve the accessibility of learning technologies, systems, teaching spaces and resources;
- consider accessibility when purchasing and reviewing learning technologies;
- support reasonable adjustments in fieldwork, Work Integrated Learning and placements; and
- use student feedback to improve learning environments and technologies.



3. Strengthen systems and accountability

SCU will embed disability inclusion in its systems, policies, governance and monitoring.

- maintain clear responsibility for delivering the Strategy;
- provide safe and accessible ways to raise concerns and give feedback;
- use student experience, outcomes, complaints and other evidence to identify barriers; and
- report on progress and take action when improvement is needed.

Reasonable adjustments and accessible design

SCU will progressively design learning so that it works for more students from the outset. Some students will still need individual reasonable adjustments.

SCU will support students through reasonable adjustments that enable equitable participation while maintaining inherent requirements, professional standards, accreditation requirements and workplace health and safety obligations. Students will have access to clear and accessible information about these requirements throughout their studies.

How SCU will know whether the Strategy is working

SCU will monitor student retention, success, satisfaction, access to support, accessibility of learning and assessment, staff capability, placement accessibility, complaints and the effort students may need to make to negotiate access.

Progress will be reviewed regularly and reported each year.

If something goes wrong

Students and staff will have accessible ways to raise concerns about adjustments, learning materials, assessment, facilities, technology, fieldwork, placements and University services.

Where possible, concerns will be resolved promptly without requiring a formal complaint. Formal complaint and review pathways will remain available, and no person will be disadvantaged for raising a concern or seeking an adjustment.

Have your say

Students, staff and community members may provide feedback on the Strategy at any time. Feedback may be provided through accessible and culturally appropriate methods.

Contact: southerncrossmodel@scu.edu.au



Glossary and accessible formats

This appendix defines key terms and sets out the accessible formats in which the Disability Education Inclusion Strategy 2027-2031 will be available.

Glossary

Term	Definition
Accessibility	The design of environments, information, systems, services and learning experiences so they can be accessed and used by people with disability.
Consultation	A process of engaging with a student to understand how disability affects their participation and to identify appropriate adjustments.
Disability	Disability is understood broadly and may be permanent, temporary, episodic, fluctuating, visible or non-visible. SCU applies the social model of disability, which focuses on identifying and reducing barriers created by environments, systems, attitudes and practices.
Essential academic requirements	The knowledge, skills and capabilities a student must demonstrate to meet the learning outcomes and academic standards of a course or unit.
Learning Access Plan (LAP)	A document developed through Inclusion Support Services that records a student's approved reasonable adjustments.
Reasonable adjustment	A measure or action that enables a student with disability to access and participate in education on the same basis as other students, provided it is reasonable in the circumstances.
Same basis	Having opportunities and choices in education that are comparable to those available to students without disability.
Universal Design for Learning (UDL)	A framework for designing learning that provides multiple ways for students to engage with, access and demonstrate learning.
Work Integrated Learning (WIL)	Learning activities that integrate academic learning with workplace, professional, industry or community-based experience, including placements and professional experience.



Accessible formats

The Strategy will be published in the following accessible formats:

- **Accessible HTML:** compatible with screen readers, resizable text and WCAG 2.2 standards.
- **Accessible PDF:** with tagged headings and structure, alternative text and searchable text.
- **Accessible Word document:** compatible with assistive technologies and reading software, and able to be reformatted and have text extracted.
- **Plain English version:** communicating the Strategy's key rights, obligations and processes clearly and accessibly, informed by the approach used in the Disability Standards for Education 2005 resources.

Alternative formats and communication support will be available on request.

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