



# UniAccess Health Professional Documentation Guidelines

Health professional documentation guidelines for UniAccess support

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## Overview

### UniAccess support and documentation guidelines

UniAccess provides support and reasonable academic adjustments to help students with disability, medical conditions, mental health conditions, and primary carers participate equitably in their studies. Your approved adjustments will be documented in a UniAccess Academic Adjustment Plan (UAAP), which is developed in consultation with an Accessibility Advisor and outlines the academic adjustments that have been agreed upon to support your learning.

To assess your eligibility for academic adjustments and determine appropriate supports, UniAccess requires relevant supporting documentation. This evidence helps us understand your condition, its functional impact on your studies, and any recommended supports. Acceptable documentation may include a completed Health Practitioner Report, a letter from your treating health professional, or a specialist report. Providing clear and current evidence enables UniAccess to make informed recommendations and implement reasonable adjustments that support your academic success.

Supporting documentation should aim to include the following;

- The name, nature and degree of disability or health condition (physical or psychological).
- The time of onset expected duration and prognosis of the disability or health condition.
- Outlining the functional impact due to the disability or health condition in relation to tertiary education and training with the focus being on the student's proposed area of study.
- Learning and assessment accommodation recommendations.
- Any other relevant observations by the health professional.

All supporting documentation must come from a qualified health practitioner whose expertise aligns with the specific disability or condition they diagnosed. Documentation from practitioners without relevant qualifications or expertise in the specific disability type cannot be accepted.

### International documents and translations

If you provide medical or official documentation in a language other than English, it is preferable that the documents are professionally translated and certified, such as by a NAATI-accredited translator or the issuing institution. However, where appropriate, a UniAccess staff member who is proficient in the language or an AI-assisted translation may be used to review the documentation.

## Supporting documentation guidelines by condition

### Acquired brain injury

- Health Professional Report, letter or specialist report signed by a psychiatrist, paediatrician neurologist, or neurosurgeon.

### ADHD

- Health Professional Report, letter or specialist report signed by a psychiatrist, paediatrician neurologist, or neurosurgeon.
- Health Professional Report, letter or specialist report signed by a (clinical) psychologist can be accepted if the following assessments were undertaken: CAARS (self-report and observer report, DIVA-5 (clinical interview) & WAIS (neurocognitive assessment).
- Health Professional Report or letter signed by a general practitioner that confirms an ADHD diagnosis made by an officially qualified practitioner, including reference to the diagnosing practitioner.
- Health Professional Report or letter signed by a general practitioner to inform UniAccess that you have been referred to a specialist who can diagnose ADHD. Where possible and reasonable, we will provide you with basic, temporary support until you receive an official diagnosis.

### Auditory processing disorder

- Health Professional Report, letter or specialist report signed by an audiologist, psychologist, or speech specialist.

### Autism spectrum disorder

- Health Professional Report, letter or specialist report signed by a psychiatrist, paediatrician or specialised (clinical) psychologist.
- Health Professional Report or letter signed by a general practitioner that confirms an autism spectrum disorder diagnosis made by an officially qualified practitioner, including reference to the diagnosing practitioner. If a specialist report is unavailable, the GP can outline the functional impact of your diagnosis. Supporting evidence may also include SCSA examination adjustments, an Individual Learning Plan (ILP), or other documented accommodations received during secondary school.
- Health Professional Report or letter signed by a general practitioner to inform UniAccess that you have been referred to a specialist who can diagnose autism spectrum disorder. Where possible and reasonable, we will provide you with basic, temporary support until you receive an official diagnosis.

### Primary carer of a person with a disability

- A Health Professional Report or letter signed by a treating health practitioner that outlines the disability of the person you care for, and the level of support required. If you are applying as the primary carer of a person with disability who is not your child, you must also provide reasonable evidence that you are the person's primary carer. Acceptable evidence may include proof of Centrelink Carer Allowance, a letter from a health professional, or documentation confirming that you and the person you care for reside at the same address.

### Developmental coordination disorder

- Health Professional Report or specialist report signed by an occupational therapist.

## Developmental language disorder

- Health Professional Report, letter or specialist report signed by a speech specialist.

## Emotionally unstable personality disorder

- Health Professional Report, letter or specialist report signed by a psychiatrist or (clinical) psychologist.

## Intellectual disability

- Health Professional Report, letter or specialist report signed by a paediatrician or clinical psychologist.

## Medical condition

- Health Professional Report or letter signed by a general practitioner and/or relevant specialist(s).

## Mental health diagnosis

This includes temporary conditions like anxiety and depression, and long-term, clinical mental health conditions like bipolar disorder, generalised anxiety disorder (GAD), major depressive disorder (MDD), obsessive–compulsive disorder (OCD), panic disorder, social anxiety disorder and posttraumatic stress disorder (PTSD).

- Health Professional Report, Mental Health Care Plan (including diagnosis) or letter signed by a general practitioner, accredited counsellor, registered psychologist, or psychiatrist.

## Motor Dysgraphia

- Health Professional Report, letter or specialist report signed by an occupational therapist.

## Multiple sclerosis

- Health Professional Report, letter or specialist report signed by a neurologist.
- Health Professional Report or letter signed by a general practitioner, confirming a multiple sclerosis diagnosis was made by a neurologist, including reference to the diagnosing neurologist.

## Irlen syndrome

- You may seek support for difficulties associated with Irlen Syndrome (also known as Meares-Irlen Syndrome, Scotopic Sensitivity Syndrome, or Visual Stress). However, Irlen Syndrome is not currently recognised as a stand-alone disability within Australian disability support frameworks. As there is limited scientific evidence supporting its diagnosis and associated treatments, UWA is unable to provide reasonable adjustments based solely on an Irlen Syndrome diagnosis. If you have another diagnosed condition that results in functional impacts on your studies, please provide documentation relating to that condition so that your eligibility for support can be assessed.

## Physical disability

- Health Professional Report or letter signed by a general practitioner and/or relevant specialist(s).

## Specific learning disability

- Health Professional Report or specialist report signed by an educational psychologist, or a psychologist specialised in SLDs (e.g. from [Dyslexia-SPELD Foundation](#)). Please note: if you were diagnosed with a specific learning disability during childhood or your early school years, you may need to obtain an updated assessment. Reassessment is commonly required at significant transition points, such as moving from secondary school to university, particularly where the original assessment is more than 5 years old. To meet evidence requirements, psychoeducational assessments should generally be completed at age 16 or older, but assessments completed at age 14 or 15 may also be accepted. Where updated evidence is required, a temporary UniAccess Academic Adjustment Plan (UAAP) may be implemented for up to 12 months while you arrange a reassessment.



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