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VET Information Standard | Disability supplement

The Disability supplement provides additional information about the disability classifications used in the VET Information Standard, including detailed descriptions to assist with reporting. This information is designed to help RTOs support students when answering the disability question.

Disability in this context does not include short-term disabling health conditions, such as a fractured leg or influenza, or corrected physical conditions, such as impaired vision managed by wearing glasses or lenses.

Disability classification scheme

The complete disability classification scheme, with detailed descriptions, is provided below.

Acquired brain injury

Refers to changes in brain functioning resulting from an injury or condition occurring after birth. People with acquired brain injury may experience changes in areas such as thinking, memory, concentration, communication, sensory processing, movement, fatigue or emotional regulation. Experiences and support needs vary between individuals and may change over time.

Autism

Autism is a lifelong neurodevelopmental difference. People with autism may experience and interact with the world in different ways, including differences in communication, social interaction, sensory processing, thinking and information processing. Every person with autism is different, with individual strengths, experiences and support needs.

Deaf and hard of hearing

Refers to people who are deaf or hard of hearing. People have diverse identities, communication preferences and access requirements and may use Auslan or other sign languages, spoken communication, captioning, assistive technologies, amplification, cochlear implants, interpreters, or a combination of approaches. Individual experiences and access requirements vary and should not be assumed from the degree or onset of hearing loss.

Deafblind (dual sensory)

Refers to a distinct disability arising from the interaction of hearing and vision differences. People who are Deafblind may experience different access requirements in relation to communication, information, mobility, orientation and participation. Communication and access approaches vary between individuals and may include tactile, visual, auditory and other communication methods and supports.

Intellectual

Refers to lifelong differences in intellectual functioning and adaptive skills that emerge during the developmental period (before age 18). People with intellectual disability may require varying levels of support with learning, communication, decision-making, and everyday activities.

Medical condition

Refers to a medical or health condition that may affect a person's access, participation or activities. The condition may be apparent or non-apparent, and its impacts may be permanent, temporary, episodic or fluctuating. Experiences and support requirements vary between individuals and may change over time.

Neurological

Refers to conditions or differences that affect the function of the brain, spinal cord, or nervous system. These may influence areas such as movement, coordination, communication, cognition, memory, concentration, sensory processing, fatigue or other aspects of functioning. Experiences and support needs vary between individuals and may be permanent, episodic, progressive or fluctuating.

Physical

Refers to disability or health-related impacts that may affect a person's mobility, movement, dexterity, stamina or ability to undertake physical activities. These impacts may be permanent, temporary, episodic or fluctuating, and may be apparent or non-apparent. People may experience different access and support needs depending on the activity or environment.

Psychiatric/Mental health

Refers to mental health conditions or psychosocial disability that may affect a person's participation in learning or other aspects of daily life. Experiences and access requirements vary between individuals and may be ongoing, episodic or fluctuating.

Specific learning

Refers to conditions or differences that affect how a person acquires, processes, organises, or applies information and skills. This may influence activities such as reading, writing, mathematics, attention, concentration, executive functioning, listening, speaking, or reasoning. People's support requirements vary depending on the individual and the environment.

Speech

Refers to speech or communication differences that may influence how a person communicates or expresses themselves. This may include differences in speech production, fluency, voice or verbal communication. Communication preferences, experiences and access requirements vary between individuals and may also vary across environments and situations.

Vision

Refers to blindness, low vision or other vision differences that affect access to visual information or environments. A vision disability may be present from birth or acquired later in life, and people's access and support requirements vary depending on the individual and the environment.

Other

Refers to a disability, condition or access requirement that is not represented within the categories listed above, or where the available categories do not adequately reflect the person's experience.

No, I do not have a disability

The person does not have a disability.

Prefer not to specify

The person prefers not to specify.

Version and date of effect

This page represents the disability elements, classifications and definitions from VET Information Standard version 2.0.0, effective from 1 October 2026.