

## 1. PURPOSE

The purpose of this policy and procedure is to:

- ensure that students with disabilities are provided with equal access to educational opportunities, in compliance with applicable laws and institutional values. Our goal is to foster an inclusive learning environment that promotes learning success and well-being for students with disabilities.
- foster a culture where students from all backgrounds and of all abilities are encouraged and supported to participate in training and assessment.
- create a safe and inclusive learning environment, ensuring students feel valued and have support to increase participation in training.

## 2. DEFINITIONS

**Disability** means any physical, intellectual, mental and medical impairment, including disorders that result in a person learning differently.

**Reasonable Adjustment** means a measure or action taken to help a student with a learning difficulty and/or disability take part in their education on the same basis as their peers.

Reasonable adjustments are any modifications made to the learning environment, training delivery or assessment method to ensure students with disability or ongoing ill health can access and participate in training and assessment. These adjustments do not lower academic standards or alter essential requirements of a training program but ensure that students are not unfairly disadvantaged. any modification

**Harassment** means any unwelcome behaviour that is based on race, gender, sexual orientation, disability, age, religion, ethnicity, or any other legally protected characteristic. This behaviour may be verbal, non-verbal, written, physical, or visual. It can create a hostile, intimidating, or offensive environment and interfere with a person's ability to work or learn.

**Discrimination** means when an individual or group is treated less favourably based on their race, colour, religion, national origin, gender, age, disability, marital status, sexual orientation, or any other protected characteristic.

## 3. POLICY STATEMENT

### 3.1 Inclusive education

COLLINS INSTITUTE OF TRAINING celebrates diversity and is committed to supporting the achievement and participation of all students. We give students with a disability the same rights as other students. Students with disability are treated with dignity and respect. These students are

able to enjoy the benefits of education and training in a supportive environment that values and encourages participation by all students.

We implement inclusive practice by:

- designing, developing and implementing accessible training and assessment;
- consulting students with disability about their needs;
- determining, documenting, implementing and monitoring reasonable adjustments; and
- continuously improving our practices.

## 3.2 Legal obligations

COLLINS INSTITUTE OF TRAINING is committed to meeting our obligations under the [Disability Standards for Education 2005](#) and the [Disability Discrimination Act 1992](#) to support students with disability to access and participate in training and assessment on the same basis as students without disability. COLLINS INSTITUTE OF TRAINING prohibits discrimination based on disability and works to remove barriers that hinder students' learning progress.

COLLINS INSTITUTE OF TRAINING will treat a prospective student with a disability ***on the same basis*** as a prospective student without a disability.

## 3.3 Reasonable adjustments

COLLINS INSTITUTE OF TRAINING will make reasonable adjustments in relation to a student with a disability where it is reasonable and feasible to do so. An adjustment is considered reasonable if it achieves its aim of making sure a student with a disability can take part in their training on the same basis as students without a disability, and if it balances the interests of everyone affected. This includes COLLINS INSTITUTE OF TRAINING staff and other students.

To determine what is reasonable, we will consider:

- the student's disability;
- what effect the adjustment will have on the students' participation, learning outcomes and independence;
- how the adjustment will affect other students and staff; and
- the costs and benefits of making the adjustment.

Examples of reasonable adjustments we may provide include:

- **Academic Adjustments:** Extended time on assessments, providing flexibility in course delivery, providing additional support time with trainers, alternate formats for materials (e.g. large print, electronic formats, printing on coloured paper), and access to assistive technology.
- **Physical Adjustments:** Accessible classrooms and facilities, such as installing a ramp, widening doorways, and ergonomic furniture where it is financially feasible to do so.
- **Communication Adjustments:** Allowing students additional time, providing one-on-one tutoring, supporting concepts with images, and supporting the use of speech to text software.

Under the Disability Standards for Education 2005, an adjustment is not considered reasonable if it:

- Imposes an unjustifiable hardship on COLLINS INSTITUTE OF TRAINING .
- Fundamentally alters the nature of the course or assessment.
- Creates a risk to health and safety.
- Goes beyond what is necessary for equitable access.

Examples of adjustments that are not considered reasonable:

- **Exempting a student from core course competencies.** If a student with a disability request to be exempted from demonstrating an essential skill or competency required for a qualification (e.g., a nursing student unable to complete required manual handling tasks safely), this would not be a reasonable adjustment, as it fundamentally alters the nature of the course.
- **Providing unlimited time for exams.** While some students may need extra time due to disability-related needs, allowing unlimited time would not be reasonable as it may provide an unfair advantage rather than an equitable adjustment.
- **Expecting an COLLINS INSTITUTE OF TRAINING to make major infrastructure changes.** If a student requires significant building modifications (e.g., installing an elevator in a heritage-listed building) that impose unjustifiable hardship (due to cost, structural limitations, or regulatory restrictions), this may be deemed an unreasonable adjustment.
- **Providing a full-time personal assistant for academic tasks.** While some students may require assistive technology or support staff, expecting COLLINS INSTITUTE OF TRAINING to fund and provide a full-time personal assistant to complete course work on behalf of the

student would be unreasonable, as it goes beyond equitable access and compromises academic integrity.

### 3.4 Meeting standards for participation

COLLINS INSTITUTE OF TRAINING will implement measures to enable students with disability to participate in the training program for which the student is enrolled and use the facilities and services provided by us on the same basis as a student without a disability. These include ensuring that:

- the training program activities are sufficiently flexible for the student to be able to participate in them;
- the training program requirements are reviewed, in the light of information provided by the student, or an associate of the student, to include activities in which the student is able to participate;
- additional support is provided to the student where necessary, to assist him or her to achieve intended learning outcomes;
- where a training program includes an activity in which the student cannot participate, the student is offered an activity that constitutes a reasonable substitute within the context of the overall requirement of the training product.

### 3.5 Confidentiality and respect

All disability-related information will be treated confidentially. Only relevant staff, such as the Student Support Officer and Trainer directly involved in providing the training will have access to this information, in accordance with Privacy Laws (ref to *Privacy Protection*).

### 3.6 Harassment and Discrimination

COLLINS INSTITUTE OF TRAINING is committed to providing a work and learning environment that is free from all forms of harassment and discrimination. All COLLINS INSTITUTE OF TRAINING staff members are aware that discrimination and harassment will not be tolerated under any circumstances (ref to *Discrimination and Harassment*).

COLLINS INSTITUTE OF TRAINING prohibits all forms of harassment and discrimination, including:

- Sexual harassment.
- Racial harassment or discrimination.

- Harassment or discrimination based on gender, sexual orientation, disability, age, religion, or any other protected characteristic.
- Retaliation against any individual who reports or participates in an investigation of harassment or discrimination.

Students who feel that they have been discriminated against or harassed should report this information to the CEO or another staff member that they feel they can trust as soon as possible. All complaints will be taken seriously and investigated promptly. Confidentiality will be maintained to the fullest extent possible, consistent with the need to conduct a thorough investigation (Refer to: *Complaint Handling*).

## 4. CONSIDERATIONS

### 4.1 Disclosure of disability

Students are encouraged to disclose their disability and support needs on their Enrolment Form at the time of enrolment (Refer to: *Enrolment* and the *Student Handbook*).

Disclosure may also occur throughout the learning journey, but early disclosure is encouraged using the Enrolment *Application Form* and the *Enrolment Interview* to enable COLLINS INSTITUTE OF TRAINING to proactively make reasonable adjustments to support the students training and assessment journey.

Note: Students with disability are not obligated to disclose their specific disability unless they wish to request reasonable adjustments, or their disability is likely to pose a risk to themselves or others.

### 4.2 The right to independence

It is very common for a person with a disability to demand independence, and this is actually an important aspect of self-determination, dignity, and personal agency. Many people with disabilities strive for as much independence as possible, whether in education, employment, or daily life. COLLINS INSTITUTE OF TRAINING will respect and support independence and will be guided by the disabled person on what support they require. COLLINS INSTITUTE OF TRAINING should not make assumptions about the level of support. Under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, individuals have the right to reasonable adjustments to support independence, rather than being forced into dependency.

## 5. PROCEDURE

Steps	Person/s responsible
<b>5.1 Supporting a student with a disability</b>	
<p>i. <b>Disclosure of disability</b></p> <p>Once the prospective student has reviewed the pre enrolment information and they want to proceed with an enrolment application or course registration, they will submit the <i>Enrolment Application Form</i> either in hard copy or via the COLLINS INSTITUTE OF TRAINING website. The Officer Manager or delegate will review the enrolment application in accordance with the enrolment procedure checklist and update the checklist accordingly. The Office Manager review if the student has identified as having a disability.</p>	Officer Manager or delegate
<p>ii. <b>Undertake an enrolment interview – Long Course Only or Short Course only when disability indicated enrolment application</b></p> <p>The Officer Manager or delegate is to contact the student to organise and conduct the enrolment interview. This interview may be conducted in person at the office or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the <i>Student Enrolment Interview Form</i>. The topics to be discussed are outlined in the <i>Enrolment</i>. This includes the student’s declared disability. The following should also be considered:</p> <ul style="list-style-type: none"> <li>– whether the disability affects the prospective student’s ability to meet the training and assessment requirements and enrol in the training program; and</li> <li>– what adjustments can be made to ensure that the prospective student is able to enrol in the training program.</li> </ul> <p>The interview will encourage students to talk about what has helped them succeed in previous study or work and will focus on how the student can be supported to successfully achieve their study goals.</p>	Officer Manager or delegate

	<p>Remember the disabled student has a right to independence. COLLINS INSTITUTE OF TRAINING will respect and support independence and will be guided by the disabled person on what support they require. COLLINS INSTITUTE OF TRAINING should not make assumptions about the level of support.</p>	
iii.	<p><b>Determine and document reasonable adjustments with the student, or where reasonable adjustments are not possible, the reasons why</b></p> <p>Reasonable adjustments will be collaboratively identified with the student, appropriate stakeholders (e.g. parents, support persons) and the Student Support Officer or Training Manager. They will consider the individual student’s needs and capabilities while maintaining the integrity of the course or unit of competency. (Refer to Section 3.3 Reasonable Adjustments for examples of reasonable adjustments which may be adopted).</p> <p>Reasonable adjustments and supports will be agreed with the student and documented in a <i>Student Support Plan</i>. The Student Support Plan will be communicated to the trainer prior to the student commencing.</p> <p>Where reasonable adjustment is not possible, due to unreasonable cost or where the adjustment could cause harm to the student or others, this will be communicated to the student verbally and in writing along with the reasons for the decision.</p>	Student Support Officer, Office Manager
iv.	<p><b>Develop a Student Support Plan</b></p> <p>The Student Support Officer is to develop and document a Student Support Plan considering all of the outcomes and considerations from reviewing the student records and meeting with the student to discuss support options. These are to be clearly documented within the form <i>Student Support Plan</i>.</p> <p>This plan is to be presented to the student for confirmation and the student is to be provided a copy. If any adjustment is required at this point, these adjustments are to be made before it is finalised. The finalised Student Support Plan should be saved to the student record within the student management system.</p>	Student Support Officer

<p>v.</p>	<p><b>Implement Student Support Plan and reasonable adjustments</b></p> <p>Once the Student Support Plan is complete, the plan is to be shared with the student and a copy is to be provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student. The agreed reasonable adjustments are to be implemented.</p>	<p>Student Support Officer</p> <p>Training Manager</p> <p>Trainer</p>
<p>vi.</p>	<p><b>Monitor and review</b></p> <p>Regularly monitor the student's progress and adjust the Student Support Plan and reasonable adjustments as needed to ensure that the student is making progress toward their goals. Follow up progress meetings with the student are to be conducted in accordance with the support plan to monitor the student’s progress. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined as no longer being required. If monitoring identifies that reasonable adjustments are not effective, then undertaker review of the support plan and reconsider.</p>	<p>Student Support Officer</p>
<p>vii.</p>	<p><b>Consider any Opportunities for Improvement to this process</b></p> <p>Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: Continuous Improvement and Management Meeting.</p>	<p>Student Support Officer</p> <p>Training Manager</p> <p>Trainer</p>

## 6. OTHER DOCUMENTS TO CONSIDER WITH THIS POLICY

### Policies

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- Enrolment Policy & Procedures
- Student Support and Wellbeing
- Discrimination and Harassment
- Management Meeting
- Continuous Improvement
- Privacy Protection Policy

### Forms

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- Student Enrolment Interview Form
- LLND Assessment
- Student Support Plan
- Student Support Meeting Record
- Continuous Improvement Report

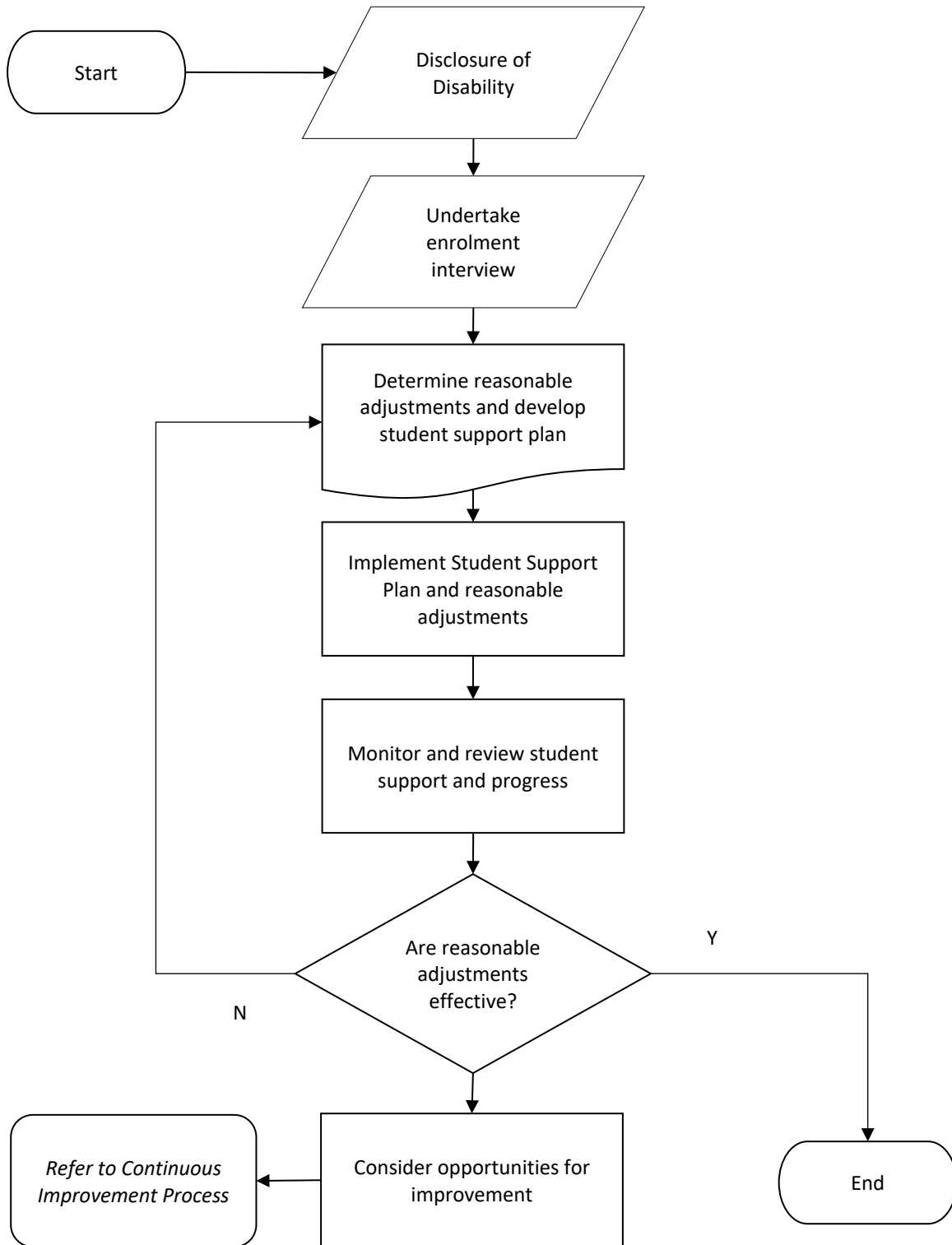
### Handbooks, manuals or other documents

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- Student Handbook

## 7. FLOW CHART

### Supporting a student with a disability



## 8. REFERENCE(S)

**Outcome Standards for RTOs, Standard 2.4.** Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis. The RTO demonstrates (a) VET students are supported to disclose their disability if they wish, (b) reasonable adjustments are made where appropriate, and (c) where reasonable adjustments are not possible, the reasons why have been communicated to the VET student.

[The Disability Discrimination Act 1992 \(DDA\)](#)

[Disability Standards for Education 2005 legislation](#)

[Introductory Guide – Supporting Students with Disability in VET](#)

[Guidelines for Inclusive Enrolment Practices in Vocational Education and Training – Supporting Students with Disability in VET](#), Australian Disability Clearinghouse on Education and Training, funded by Department of Employment and Workplace Relations