

Goulburn Ovens Institute of TAFE Procedure no. PRSS-193	Title: Student disability support procedure ILQC approved: 26/03/2018 <i>Responsible Officer: Manager Student Welfare Unit</i> <i>Authorising Officer: Group Manager Education Support</i> <i>Review: Biennial (30th November 2019)</i>
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Student disability support procedure

1. PURPOSE

These procedures outline the processes followed to support students with diagnosed disabilities with access to specialised support services, assistive technologies, equipment and other reasonable adjustments.

Reasonable adjustments are specific and operate in conjunction with existing support services and GOTAFE's teaching processes.

This Procedure outlines the practical actions required to ensure negotiated reasonable adjustments are implemented appropriately in accordance with the Disability Standards for Education (2005) and the Disability Discrimination Act (1992).

2. SCOPE

This procedure applies to prospective and enrolled students who disclose disability and students with complex welfare situations.

3. DEFINITIONS

Student	A person who is enrolled or at the pre-enrolment stage to study at GOTAFE who indicate they have a pre-existing, recently diagnosed or temporary illness, medical condition or disability, and wish to access a support service, assistive technology, resource or other reasonable adjustments.
Disability discrimination [as defined by the Disability Discrimination Act (1992)]	Disability discrimination is when a person with a disability is treated less favourably than a person without the disability in the same or similar circumstances.
Disability Standards for Education(2005)	Clarifies the obligations of education and training providers and seek to ensure that students with a disability can access and participate in education on the same basis as other students.
Medical evidence	Documentation from an eligible Health Care professional confirming the student's disability and, if possible recommended adjustments to minimise the impact of the disability on their ability to undertake a course.
Reasonable Adjustments	Measures and adaptations put in place for students with a disability to facilitate their participation in a course on the same basis as students without a disability while ensuring that academic standards and programs are not compromised.

Education Access Plan (EAP)	A tool used by GOTAFE's Student Welfare Unit staff to document and communicate recommended reasonable adjustments for students with a disability.
Education Access and Progress Committee	A GOTAFE Committee established to monitor disability support activity within GOTAFE with a view to maximising learning and vocational outcomes for students with disability. This committee is also responsible for recommendations regarding a students Education Access Plan, and consideration of individual student appeals regarding reasonable adjustments.
Disability [as defined by the Disability Discrimination Act (1992)]	<p>Refers to</p> <ul style="list-style-type: none"> • A total or partial loss of a part of the body • A partial or total loss of a bodily or mental function (which can be permanent or temporary, visible or invisible) • The presence in the body of organisms causing or capable of causing disease or illness (e.g. Hepatitis or HIV/AIDS) • The malfunction, malformation or disfigurement of part of the body • Mental or psychological disease or disorder • A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or • A disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour and includes a disability that: • Presently exists; or previously existed but no longer exists; or may exist in the future; or is imputed to a person.
Case-management	<p>Is a process, encompassing a culmination of consecutive collaborative approaches, that assist students to access available and relevant supports necessary for the student to attain their identified goals.</p> <p>Key steps within a case management process include: client identification (screening), assessment, stratifying risk, planning, implementation (support coordination), monitoring, transitioning and evaluation.</p>
Inherent Requirements	The fundamental, essential elements to the learning and assessment requirements of a particular course or the performance of roles and tasks relevant to the course content. As part of the pre-training review and assessment of the suitability of a course for the student GOTAFE considers whether the prospective or enrolled student could perform these inherent requirements if a reasonable adjustment were made.
At Risk	Students with disability are regarded as an equity priority group and will be deemed to be at risk of preclusion if the student's academic performance in a course is such that he/she/they may be deemed unsatisfactory progress as outlined in the relevant course rule.

4. PROCEDURE

Confidentiality

Any documentation provided by the student will be retained by Disability Liaison Officer (DLO) within the GOTAFE Student Welfare Unit and will not be disclosed unless:

- Staff have reasonable grounds for concern about the health or safety of the student or other persons; or
- The student has given express consent for the disclosure; or
- Disclosure of the information is required by law; or
- It is necessary for the Institute to obtain legal advice.

Information regarding the functional limitations of a student's disability will be included in the Education Access Plan (EAP) and shared with Institute staff solely for the purpose of implementing a reasonable adjustment, Personal Emergency Evacuation Plan (PEEP) or Medical Support Plan (MSP).

Step	Responsibility	Actions
Initiate an appointment with the Disability Liaison Officer (DLO).	Student	<p>Make initial contact with a DLO who will schedule an appointment at the earliest available time.</p> <ul style="list-style-type: none"> • This can be made by directly contacting the Student Welfare Unit. Contact details are found here student welfare contact flyer • Organise a referral through other GOTAFE staff. • Contact GOTAFE call centre on 1300 GOTAFE (468 233)
Student notes disability on GOTAFE enrolment form or e-application	DLO	<p>The Disability Liaison Officer to download report from Qlikview of disability disclosure:</p> <ul style="list-style-type: none"> • Report run at least weekly during peak enrolment periods, and every two (2) weeks at other times, • DLO initiates contact with students who have noted a disability at the time of enrolment requesting further information about support services as a priority. <p>Please note: Students should not rely solely on contact from the DLO, To ensure student needs are met in a timely manner it is recommended the student initiates first contact.</p>
Outline disability support options available through the Student Welfare Unit (SWU)	SWU Staff	<p>Provide information on supports and services together with explanations regarding:</p> <ul style="list-style-type: none"> • Student rights and responsibilities; • The concept and fundamentals of negotiated reasonable adjustments; <p>The privacy policy in relation to storage and recording of student information; At this point, SWU staff will obtain written authorisation from the student detailing</p>

Step	Responsibility	Actions
		who, where, when and purpose of providing access to their information for internal or external purposes.
Disclosure of disability information	Student	<p>The decision to disclose a disability is a personal choice for people with disabilities. Disclosure is an individual decision and not a legal requirement, however, non-disclosure may result in the following:</p> <ul style="list-style-type: none"> • Inability to negotiate appropriate education related reasonable adjustments. • A crisis related to the person's disability or medical condition that may deteriorate. • The impact of the disability as not being able to meet the course or training requirements. <p>The decision for disclosure is often affected by such factors as:</p> <ul style="list-style-type: none"> • The type of disability. • The type of educational course being undertaken. • The need for education related adjustments or supports while studying. • The core theoretical and practical requirements of the course and how these will be managed. • Required evidence of medical information. <p>The DLO will discuss the student's educational needs and supports that respect the students' rights to have input into the educational process.</p>
Becomes a client of SWU	SWU Staff	Student's referral details are entered onto a closed SWU Helpdesk system and a student file is initiated.

Child Safe Standards and Disability

In Victoria, mandatory child safe standards have been introduced to help protect children from abuse. In complying with the standards, GOTAFE must promote the safety of children with a disability.

Children with a disability are more vulnerable to harm and abuse such as harassment, bullying, humiliation, physical and sexual abuse. This can be due to:

- social isolation
- limited provision of developmentally appropriate sexual and relationship information
- low levels of expectation held about their capacity to identify and report concerns
- inaccessible pathway to raise issues, concerns and complaints
- communication difficulties

- personal care needs requiring the involvement of different people and various levels of supervision
- Signs of abuse being viewed as being related to the child’s disability.

All children and young people have the right to **feel safe** and **be safe** regardless of gender, sexual identity, race, national origin, religious beliefs or other affiliations, age, family structure, disability, or sexual orientation. We are committed to promoting safety of Children and young people with a Disability and is committed to applying the guiding principles of the Child Safe Standards and Reportable Conduct Scheme.

Evidence of disability

Activity	Responsibility	Actions
Providing appropriate evidence of disability	Student	Identify themselves as a student with a disability, and request adjustments on the basis of that disability providing supporting documentation for the disability / medical condition. The supporting documentation must include: <ul style="list-style-type: none"> • How study / access may be affected, • If the condition is permanent, temporary or fluctuating, • Any special requirements • Strategies that may assist the student.
Assessing the evidence	DLO	The student and other key stakeholders are contacted to arrange a time to meet with a DLO. During the consultation, the DLO will consult with the student on support services: <ul style="list-style-type: none"> • Assistive technologies, • Learning resources, • Exam and practical assessment accommodations, • Education access supports, • Tutoring and other appropriate reasonable adjustments.

Negotiating reasonable adjustments

Reasonable adjustments are made using the following principles:

- Assessment is only varied where a student can demonstrate with appropriate documentation that they are disadvantaged as a result of a disclosed disability.
- Any adjustments to assessment for a student with disability is made in such a way as to preserve the fundamental purpose and nature of the assessment. Reasonable adjustments still require that the student is able to fulfil the inherent requirements of the course.

Reasonable adjustments may include the provision of:

- Additional time for assessments or examinations;

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- Supervised accommodation separate to a main examination / performance venue;
- Sign interpreters, note-takers, or readers;
- Specialised equipment (e.g. voice recognition / synthesis software, modified computers, screen enlarging software);
- Examination or assessment papers in alternative print / virtual formats.

Activity	Responsibility	Actions
Course suitability	DLO / Teaching	Undertake an assessment of the course or program the student has expressed interest, to determine course demands, environment, assessment and inherent requirements i.e. literacy and numeracy CSPA assessments. This forms part of the pre-training review process.
Consultation Process	DLO, student, teaching and support staff	Consult with the student and / or their representative, and relevant teaching staff to determine what, if any, reasonable adjustments are required to support the student's equal participation. If the course or program that the student has expressed interest in is not suitable, then the DLO will arrange for referral to the Skills and Jobs Centre to investigate more appropriate courses.
Assessing and planning adjustments	DLO	Following the substantiation of a student's disability / medical condition, the Disability Liaison Officer will undertake an assessment on an individual basis including: <ul style="list-style-type: none"> • Student's disability • Nature of the course • Inherent course requirements • Course assessments to ensure training package or accredited course compliance • Any advice from relevant guardians or professionals in terms of the students disability • Effect of the adjustment on the student • Effect of the proposed adjustment on anyone else including teaching staff, other students and any other stakeholders • The student's own educational support strategies which they may use to support their own studies. • Reasonable adjustments shall be made on an individual basis. The assessment as to whether a particular adjustment is reasonable is completed by the DLO with support from the Student Welfare Unit Manager, and must take into account all relevant circumstances and information.
Other supports	DLO, student	Organise transition support or other support services as required, which may include:

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Activity	Responsibility	Actions
		<ul style="list-style-type: none"> • Orientation to campus • Accessibility requirements • Referral to internal or external support services • Disability discrimination and equal opportunity information.
Peer Support opportunities	DLO, Student	The DLO will establish a peer support group for some cohorts of students who may share similar disability E.g. Students with Autism Spectrum Disorder. This could initially be facilitated by an Education Access Worker with the aim that the group becomes autonomous in support of each other with learning strategies.
Resources	DLO, Student	DLO to provide student with access to web-based & non web-based resources & adaptive technologies to equip the student with strategies relevant for an independent learner. Student may also bring their own resources subject to the Institutes policy and procedures.
Where reasonable adjustments cannot be provided		
Reasonable adjustments cannot be met.	DLO, Student, Teacher	<p>If a reasonable adjustment cannot be made to ensure equitable participation within the boundaries of the inherent requirements of the course, the student may be offered:</p> <ul style="list-style-type: none"> • course transfer; • early exit from the course (usually within four weeks of starting the course) <p>The student may have an opportunity to continue the elements of the course they can complete within the boundaries of inherent requirements, on the basis that:</p> <ul style="list-style-type: none"> • they acknowledge it is unlikely they will be eligible to fully complete the course requirements and as such will unlikely graduate; • no risk is presented to themselves or other students; and • Course academic progression rules allow.
Appeal process	Student	Students may appeal a decision/action where reasonable adjustments cannot be provided in writing to the Education Access & Progress Committee.
Appeal decision	Chair	Students will be informed in writing of the appeal outcome from the Education Access & Progress Committee.

Development and Implementation of Education Access Plans

Activity	Responsibility	Action
Develop Education Access Plan (EAP)	DLO	An individual student Education Access Plan (EAP) is developed based on consultation with the student, including information provided by treating health professional. The Plan lists the reasonable adjustments and the relevant staff responsible for implementing them and informs all parties of their responsibilities.
If reasonable adjustments are recommended	DLO	Will liaise with the appropriate teaching, course coordinators and team leaders to confirm whether the proposed adjustments are reasonable in assisting students to fulfil the inherent requirements of their course or study programs.
Communicate	DLO, Student	Disclosure of a student's disability to other staff is based on the level of support required and wholly for the purpose of supporting the student with their course or study program. Students indicate their consent to information about their disability and its impacts being disclosed on the Application for Disability Support form and this is also discussed directly with the student by the DLO.
Personal Emergence Evacuation Plan (PEEP)	DLO, Student	Should be developed for student with mobility restrictions. This will be developed in conjunction with the student, teacher and education access worker (if applicable). A copy of the completed PEEP will be provided to the: <ul style="list-style-type: none"> • Student • Teacher • Education Access Worker (if applicable) • Emergency Warden (building where course is held) • Chief Emergency Warden (whole of campus)
Medical Support Plan (MSP)	DLO, Student	Should be developed for students who disclose medical conditions that may require specific first aid in the event of a medical emergency. The plan is based on a medical action plan provided by treating medical professional. A copy of the completed MSP will be provided to the: <ul style="list-style-type: none"> • Student • Teacher • Education Access Worker (if applicable) • First Aid Officer (assigned to where course is held) • Chief Emergency Warden (whole of

Activity	Responsibility	Action
Review	All	<p style="text-align: right;">campus)</p> <p>Review of the Education Access Plan may be initiated by any of its key stakeholders, this includes the:</p> <ul style="list-style-type: none"> • Student • Teacher • Disability Liaison Officer • Education Access Worker • Parent and / or Guardian • Medical professional <p>A review may be made via consultation with current stakeholders, or may be initiated by the Education Access & Progress Committee.</p>
Education Access & Progress Committee	Committee members	<p>This Committee is responsible for the oversight of GOTAFE’s disability support processes. This includes provision of recommendations regarding a student’s EAP, ensuring that reasonable adjustments and services are / have been provided for students with disclosed disabilities.</p> <p>The committee will operate under a holistic case management model that is solutions focused and strengths based. Every student who receives reasonable adjustments, must have at least one case conference meeting through the Education Access & Progress Committee per year.</p>

Education Access & Progress Committee

GOTAFE is committed to assisting students to maintain satisfactory academic progress within their course and provides processes to ensure that students with a disability are identified prior to or upon enrolment and that appropriate action is taken to assist the student with their learning and participation in the course.

The Education Access & Progress Committee is a group of professional staff from various teaching and support services who meet on a regular basis to review the status of students with a disclosed disability within their course, and to ensure that any required follow up actions are undertaken.

Students deemed to be at risk from equity priority groups will be provided with a range of strategies to assist with access and improve their performance, which could include but are not limited to:

- A recommended program of enrolment i.e. Foundation Language Literacy & Numeracy (LLN) courses
- A reduction of enrolment hours for a specified study period
- Referral to student support services; internal and external
- Review of reasonable adjustments under the students Education Access Plan

Education Access and Progress Committee (EAPC) Procedure

Activity	Responsibility	Action
Regular meetings	Chair	Scheduled by the Student Welfare Unit Manager with attendance by appropriate GOTAFE staff based on the Teaching area in which students with disability are enrolled and other relevant GOTAFE staff including the Disability Liaison Officer. The date and purpose of the EAPC meetings, names and titles of those in attendance are to be document and Committee meeting records maintained by the Student Welfare Unit Manager.
Responsibility of the Committee	All	Review reasonable adjustments and services in a student's Education Access Plan that will assist the student's progress with course and study participation, including the theoretical and practical components of their course. Review GOTAFE data identifying trends with respect to students with disability, course enrolments and reasonable adjustments provided and course participation including attrition and completions.
Adjustments	All	Recommend the further review or development of changes or updates to a student's EAP based on advice from the Disability Liaison Officer or Student Welfare Unit Manager, which includes information about a student's strengths, needs and present levels of performance in their study or course.
Compliance	All	Ensure that appropriate reasonable adjustments, recommended supports and services are provided within the least restrictive environment to meet the student's needs and to assist the student to be successful within the Training Package course or accredited course.
Informing relevant stakeholders of changes if required	DLO, Teachers	Following any changes, it is the role of the Disability Liaison Officer to ensure that teachers, student and other education support staff are informed and are knowledgeable about the recommended changes to the student's EAP made through the Education Access & Progress Committee, providing advice and learning and development stakeholders where appropriate.

Unsatisfactory Progress, and compliance with the Student Code of Conduct

Students are considered to have made unsatisfactory progress, when:

- The student has been deemed non-competent in a Unit of Competency on two (2) separate occasions;
- The student has been non-competent in a compulsory practicum or work placement activity
- The student has been deemed non-competent in more than 50% of the Units of Competency in which they were enrolled
- The student will not complete their course or program study within the maximum period of study
- They are in breach of the Student Code of Conduct where the usual processes implemented by GOTAFE in relation to addressing behaviours have failed

With respect to students with disability who are not making satisfactory progress in their course or study, the Education Access & Progress Committee will:

- Review the information provided by the Student Welfare Unit with respect to students with a disability who are considered at risk of unsatisfactory progress
- Review or develop recommendations in relation to individual students regarding an appropriate action plan for that student

With respect to an individual student identified to be in breach of the Student Code of Conduct, the Committee will follow the GOTAFE Student Code of Conduct Procedure.

Australian Health Practitioners Registration Authority (AHPRA)

Where mandatory reporting to AHPRA is required, the relevant staff member delegated with reporting authority will discuss the student's disability and reasonable adjustments with the affected student. The Commercial Manager of Health and Community Services Department is required to report any student requiring registration with Australian Health Practitioners Registration Authority who, because of their disability type, may place the public at substantial risk of harm during clinical training. In these situations, decisions made by AHPRA in relation to a student's future and current registration suitability will be upheld by GOTAFE.

5. DOCUMENTATION

- [Student access equity and diversity policy POSS-03](#)
- [Complaints and appeals from students and clients procedure PRQM-170](#)
- [Application for student disability support form FSS-04](#)
- [Child Safe Policy POHR15](#)
- [Child Safe Reporting Procedure PRSS-186](#)
- [Disability Support Worker Procedure Manual ODSS-01](#)
- [Student Code of Conduct Procedure E6-P27](#)
- **Appendix 1 – Education Access Plan (EAP)**
- **Appendix 2 – Personal Emergency Evacuation Plan (PEEP)**
- **Appendix 3 – Medical Evacuation Plan**
- **Appendix 4 – Reasonable Adjustment Process Flowchart**

Legislation

- Victorian Equal Opportunity Act 2010 (State-VIC)
- Industrial Relations Reform Act 1993 (Commonwealth)
- Disability Regulations Act 2007 (State-VIC)
- Disabilities Services Act 1986 (Commonwealth)
- Disabilities Services (Amendment) Act 2012 (State-VIC)
- Disability Discrimination Act 1992 (Commonwealth), "DDA".
- Disability Standards for Education 2005
- State Disability Act 2006
- Children, Youth and Families Act 2005 (Vic)
- Education and Training Reform Act 2006 (Vic)
- Education and Training Reform Regulations 2007 (Vic)
- Children's Services Act 1996 (Vic)
- Children's Services Regulations 2009 (Vic)
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Information Privacy Act 2000 (Vic)
- Health Records Act 2001 (Vic)

APPENDIX 1

Education Access Plan (EAP)

Student Name: _____ Support Worker: _____ DLO: _____
Student ID: _____ Teacher: _____
Contact _____ Support Type: _____
Number: _____ Date for review: _____

Course Title: _____

GOTAFE Staff Involved	Targets & Goals	Implementation	Responsibilities	Review Evaluation
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_____ experiences difficulties with the following

Teaching

-
-
-
-
-
-
-

Education Access Workers

-
-
-
-
-
-
-
-
-

Student

- Notify the staff (Teaching and Support) if they are not able to attend class
-
-
-
-

-
-
-
-

Review date and info

Emergency Contact	Name:	Relationship:	PH:
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Is a Medical Action Plan required? Yes No Location: _____

Is a Personal Emergency Evacuation Plan required? Yes No Location: _____

Timetable AM	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

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Timetable PM	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

	(please print)	(please sign)	Date
Student	_____	_____	_____
DLO	_____	_____	_____
Education	_____	_____	_____
Access Worker	_____	_____	_____
Teaching Staff	_____	_____	_____

Education Access Worker roles; Classroom / Participation assistant, Tutoring, Note taking / Scribe, Auslan Interpreting, Reader

APPENDIX 2

Personal Emergency Evacuation Plan (PEEP)

General details

Student name			
Campus		Building name	
Floor		Room number	
Phone			
Course			

Evacuation requirements

Is an assistance animal involved? Yes Animal name _____
No

Is the student trained in GOTAFE emergency response procedures? Yes No

Preferred method of receiving updates re emergency procedures:
e.g. text, email, Braille, phone call (please provide best contact number)

Preferred method of notification of emergency:
e.g. visual alarm, SMS, personal alert from Teaching/Support Staff, emergency alarm

Type of assistance required:

Equipment required for evacuation:

Egress procedure:

Designated assistants and contact details (Support staff):

Are your designated assistants/support staff trained in emergency response/egress procedures (including evacuation procedures)? Yes No

Are your designated assistants trained in the evacuation equipment? Yes No

Diagram required for preferred route for assisted evacuation? Yes (*Please attach*) No

Issue date	Review date
_____	_____
Student approved	Date
_____	_____
Chief Fire Warden	Date
_____	_____
Other	_____
_____	_____

Copies to: Student, Chief Fire Warden, Area Fire Warden and the Student file.
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APPENDIX 3

Medical Action Plan

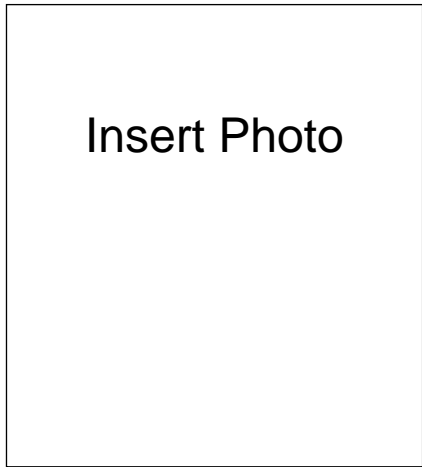
Student Name:

Student Mobile:

Student Address:

Doctors name:

Address:



PHONE:

Next of Kin:

Fathers name (Dad):

Mobile:

Mothers name (Mum):

Mobile:

Allergies:

Diagnosis:

Signs and Symptoms e.g.:

- Shortness of breath
- Overheating
- Fast heart rate
- Dizzy, tired
- Pains in the legs
- Swelling in legs

<Student name > never loses consciousness – if unconscious call 000

High Blood Pressure -

In case of emergency:

Call 000

Make comfortable and remain with student until assistance arrives. Notify DLO

When going home:-

If unwell and going home Student will notify if unable to drive. If staff feel that student is unsafe – report to DLO

If dizzy – call a taxi – do not drive home

Medical Information and history

Doctors' advice and medical history attached here

APPENDIX 4

