



Disability and Special Needs

POLICY AND PROCEDURES



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DISABILITY AND SPECIAL NEEDS POLICY AND PROCEDURES

1 Purpose

- 1.1** The objective of the policy and procedures is to ensure that members of the School community with disabilities or long term health needs (mental, neuro-diverse or physical) have access to both facilities and a learning environment that is, wherever reasonably possible, comparable to that of their non-disabled peers. This policy and procedures recognises that disabled staff and students are an integral part of the School community. It takes premise that accessible and appropriate provision is core to the values of the School.
- 1.2** The policy and procedures ensures compliance with:
 - a) The relevant standards of National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 ('the National Code 2018');
 - b) The relevant standards of the Standards for Registered Training Organisations (RTOs) 2015.

2 Scope

This policy and its related procedures applies to:

- 2.1** All enrolled students of the School;
- 2.2** Prospective and current students on leave or on suspension;
- 2.3** All staff members, prospective staff members and stakeholders of the School;
- 2.4** It should be noted that the procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other policies or under statute or any other law.
- 2.5** This document should be read in conjunction with other related policies.

3 Policy Statement

- a) The School is committed to creating a friendly and welcoming campus where staff and students work closely together within a supportive environment which enables them to participate fully in the life of the School.
- b) The School wants to attract people of high potential to study and work. This includes people who are living with a disability or long term health conditions. Some people may not require any extra support, but for others, making reasonable adjustment will enable them to flourish.

4 General Principles of Disability and Special Needs

To advance disability equality, the School will:



- a) Ensure prospective and current staff, students and visitors with disabilities are not discriminated against.
- b) Ensure that anticipatory action is taken as far as is reasonably practicable to provide inclusive working, learning and teaching and access to our facilities and services.
- c) Ensure that wherever possible reasonable adjustments are put in place for staff, students, prospective staff and students and visitors with disabilities;
- d) Provide equal opportunity for disabled staff and students to promote the recruitment, retention, development and progression of staff and students with disability.
- e) Promote a positive working and studying environment for staff and students with disability.
- f) For staff: Provide training and support for managers. Student Support staff and Academic staff are to ensure they are equipped to provide the necessary support and can respond appropriately to the needs of staff and students with disabilities.

5 Policy

5.1 Obligations of the School

- a) The *Disability Standards for Education 2005 (Cth)* clarify the obligations of education and training services providers such as the School with respect to how education and training services and facilities are to be made accessible to students with disabilities. The Standards require The School to take reasonable steps, including consultation about reasonable adjustments, to ensure that students with disabilities are able to undertake the following on the same basis as students without disabilities and without experiencing discrimination:
 - i. Enrolment; and
 - ii. Participation; and
 - iii. Curriculum development, accreditation and delivery; and
 - iv. Student support services; and
 - v. Elimination of harassment and victimisation.

5.2 Enrolment

- a) Prospective students applying to study at the School will not be discriminated against based on his or her disability. Enrolment in courses is subject to students meeting the entry requirements, which apply to all students.
- b) The enrolment form seeks self-disclosure of a disability. The School undertakes to assist students with disabilities in their studies, and will do so if students disclose the nature of their disability, provides relevant documentation and seeks appropriate support from the School's disability support service.

5.3 Participation

- a) The School will take all reasonable steps and make all reasonable adjustments to ensure equal access to services and participation in the School life for students with disabilities.

5.4 Curriculum Development, Accreditation and Delivery

- a) The School endeavours to deliver programs in a manner that ensures that students with disabilities can participate in the learning experiences on the same basis as any other student.



- b) Reasonable adjustments will be made when necessary to accommodate students with disabilities and meet the necessary educational standards relevant to their course of study.

5.5 Student Support Services

- a) Students can access a range of support at the School to assist with personal and study related issues including counselling, study skills and course advice. In addition to these services, the School can assist students who identify as having a disability and register with the service to access support. Students may be required to provide suitable evidence of the nature and extent of their disability so that appropriate support provisions may be negotiated.

5.6 Elimination of Harassment and Victimisation

- a) The School is committed to providing educational and other services free from discrimination, harassment and victimisation.
- b) The School Access and Equity Policy and Procedures addresses these issues more generally.

5.7 Procedures for Dealing with Complaints

- a) The procedures for dealing with complaints which breach this policy are the same as those set out in the school's Student Complaints and Appeals Policy and Procedures.

5.8 Professional Development and Awareness Raising

- a) Staff Induction and professional development programs will include components on disability awareness and rights and on the obligations of education and training providers.
- b) The School will provide training, education and assistance for staff to equip them to work effectively with students with a diagnosed disability.
- c) The School will monitor the success of its educational principles through the analysis of rates of entry, completion and outcomes for students who disclose a diagnosed disability.

5.9 Unjustifiable Hardships

- a) Compliance with the Disability Discrimination Act 1992 is the responsibility of individual providers. The Act does not require adjustments to be made if this imposes an unjustifiable hardship on any person or organisation. All relevant circumstances of the particular situation need to be taken into account when deciding if unjustifiable hardship applies.

6 Procedure

6.1 Overall framework

The School's Disability Support Strategy is divided into eight parts:

- a) **Part 1** - Enrolment Process
- b) **Part 2** - Implementation & Monitoring of Reasonable Adjustment Plan
- c) **Part 3** - Curriculum Design and Delivery
- d) **Part 4** - Student Support Services



- e) **Part 5** - Victimisation and Harassment Prevention Strategies & Processes
- f) **Part 6** - Staff Training
- g) **Part 7** - External Disability Support Agency
- h) **Part 8** - Monitoring

6.2 Part 1 - Enrolment Process

Students identified with disabilities are informed about support options during the enrolment process, in order to inform their decision-making. The following processes are followed:

- a) Student enrolment form completion
 - I. An online enrolment form is completed by the Student on their own or alternatively, enrolment is completed with the assistance of a Student Support Officer who conducts an interview with the potential student by phone and completes the online form with them. This provides an alternative for students with particular disabilities who may need assistance with enrolment.
 - II. Information about support for disability that may be provided by the School is inserted as part of the enrolment process email via a links to key policies and procedures, the Student handbook and the School website.
 - III. Where Student Support Officers or Education Agents are assisting potential students to complete the enrolment process over the phone, disability support information may be read to the prospective student.
 - IV. The enrolment application form includes a section relating to disclosure of disabilities with an option to request support in their academic studies, via a tick box. During the enrolment process applicants may be requested to submit supporting evidence in the form of a Disability, Health Condition and/or Educational Professional Report completed by a medical practitioner, or other relevant professional, and that their enrolment cannot proceed until this evidence is received and considered by the School.
 - V. The enrolment application form states that all information pertaining to the applicant will be treated confidentially.
 - VI. Education Agents emphasise to potential students who wish to register a disability that any supporting evidence must be submitted as soon as possible and that enrolment cannot be completed until the School has considered this information and consulted with the student.
 - VII. The Student Support Officer also advises students that information about their disability will be disclosed to the School in order for the School to be able to make an informed decision regarding reasonable adjustment, however it will be treated as confidential information.
- b) Enrolment is referred to the Student Support Manager for evaluation
 - I. The Student Support Manager in collaboration with consulting experts and Academic staff is responsible for:
 - processing of applications where a disability has been disclosed and reasonable adjustment requested;
 - ensuring that any required additional supporting evidence is received from the potential student prior to accepting the enrolment; and
 - Engaging with external disability support agencies for specialist advice in relation to disability, if required.



- II. Where a disability has been disclosed and request for reasonable adjustment received, if required, a consultant reviews the evidence submitted and advises the School of actions to be taken (i.e. type and nature of reasonable adjustments, suitability to the course of study chosen).
- c) Communication with prospective student
- I. Following consultation and agreement between the School and consultant, the student is contacted by the School for a preliminary discussion to ascertain whether the disability affects or could affect the applicant's ability to participate in their chosen course, including using the facilities and services of the School on the same basis as a student without disabilities.
 - II. The discussion should include what support the School is able to offer and take into account any recommendations made and the following factors:
 - The nature of the disability;
 - The student's perspective on how the disability affects his/her ability to participate;
 - Information provided by the student about his/her preferred adjustment (to Learning and assessment);
 - The student's views about potential adjustment (to learning and assessment);
 - The effect of the adjustment on anyone else at the School; and
 - The effect of the adjustment on the potential student, their ability to participate, achieve learning outcomes and operate independently.
- d) Decision made about student application

Decisions about acceptance or non-acceptance of a potential student's application are made expediently.

- I. The Student Support Manager and the consultant must decide whether an adjustment is necessary and achievable, in accordance with the School's policies and procedures.
- II. A Reasonable Adjustment Checklist (Appendix 1) may be useful in assisting trainers in their deliberations of whether reasonable adjustment is possible, and in developing Reasonable Adjustment Plans.
- III. Where reasonable adjustments are achievable (majority of cases), the Academic Manager and Trainer:
 - Inform the student;
 - Document the reasonable adjustments to be made, using a Reasonable Adjustment Plan, taking into consideration items set out in the Reasonable Adjustment Checklist; and
 - Forwards a copy of the Reasonable Adjustment Plan to the student, and attaches a copy to the student file.
- IV. Where the Student Support Manager, in consultation with the consultant and the Academic Manager, believes it is not possible to make reasonable adjustment, for example, based on unjustifiable hardship to the School or for example in the case of an applicant who is not able to meet the learning

outcomes of the course because of their specific disability (eg. blind applicant for a beauty course), it must be on grounds that are defensible in terms of the law (the Disability Discrimination Act 1992 (Cth)). The Student Support Manager must refer the matter to the School Principal for a final decision.

- V. The School Principal must make a decision based on consideration of a range of factors, detailed in Section 10 of the Disability Standards for Education 2005 (see Appendix 2), and in consideration of the definition of 'unreasonable hardship' defined under the Disability Discrimination Act 1992.
- VI. The School Principal informs the Student Support Manager of any decision to not admit a student to the School because of unjustifiable hardship or inability to meet course learning outcomes.

e) Confirms Acceptance or Non-Acceptance of Enrolment

- I. If the student application is accepted, enrolment is processed according to usual protocols.
- II. In the case where the application is not accepted by the School, the student is advised in writing (via email) of the decision not to accept their application and the grounds upon which this decision has been made. The email is to include the fact that the student has the right to Appeal the decision and the process for appeal using the School's Student Complaints and Appeals Policy and Procedures.

6.3 Part 2 - Implementation & Monitoring of Reasonable Adjustment Plan

a) Elements of a Reasonable Adjustment Plan

A Reasonable Adjustment Plan may involve, but is not limited to, the following items listed below. This information may also be provided as part of the explanation of 'reasonable adjustment'.

- I. Providing additional lighting;
- II. Providing an adjustable workstation or special seating;
- III. Modifying equipment or providing special adaptive technologies such as voice-activated computer software, special keyboard, large screen monitor or associated aids;
- IV. Providing special assistance such as an interpreter for deaf candidates and provision of paper-based materials in advance of face to face sessions;
- V. Adapting teaching and delivery methods, without impacting on the delivery of the essential skills, knowledge, performance and understanding required to meet the student competency outcomes;
- VI. Adapting the assessment methodologies, without impacting on the validity of the attainment of the relevant student competency outcomes. For example: allowing extra time, varying question and response modalities (such as use of oral questioning rather than written, and audiotaped or videotaped answers instead of written answers).

b) Trainer / Assessor Responsibilities

In addition to the pre-enrolment responsibilities described earlier, Trainers / Assessors have the following responsibilities:



- I. Following enrolment, the Academic Manager is responsible for informing the student's designated Trainer / Assessor of the Reasonable Adjustment Plan, and the requirement that this information is kept confidential.
- II. Where reasonable adjustment of learning resources, delivery and/or assessment is recommended, the Trainer / Assessor may liaise with the Academic Manager for assistance.
- III. The Trainer / Assessor may also liaise with external disability support agencies for additional advice in implementing the Reasonable Adjustment Plan.
- IV. Ensure any Reasonable Adjustment Plans are implemented and if necessary, adjusted as a result of feedback from the student.
- V. Trainers / Assessors may receive advice in relation to the experiences of a student with a registered disability at any time during the student's course, which may require additional adjustments to be made to the initial Reasonable Adjustment Plan. It is the Academic Manager's responsibility to ensure that Trainers / Assessors are aware of their responsibility to report any feedback from a student with a registered disability in relation to reasonable adjustments made to their learning, and to consider and effect any consequent actions eg. alterations to the student's Reasonable Adjustment Plan.

c) Academic Manager Responsibilities

Academic Manager is responsible for:

- I. Implementing those items in a Reasonable Adjustment Plan that relate to learning delivery and assessment, considering those issues / items set out in the Reasonable Adjustment Plan Delivery Checklist;
- II. Ensuring that students with a registered disability are informed that if they experience any difficulties in relation to their learning experience and reasonable adjustments, these may be reported to their Trainer / Assessor at any point during their study; and
- III. reporting any complaints or dissatisfaction made by a student with a registered disability in relation to reasonable adjustments.

6.4 Part 3 - Curriculum Design and Delivery

- a) As part of an ongoing process of curricula renewal, course curricula is analysed in terms of its inclusiveness in relation to students with disabilities.
- b) Where a Reasonable Adjustment Plan has recommended changes to assessment, Trainers / Assessors will advise the Academic Manager on development of assessments that allow for reasonable adjustments.

The Reasonable Adjustment Plan Delivery Checklist (Appendix 1) sets out considerations for changes to curricula.

6.5 Part 4 - Student Support

The School ensure that:

- a) Students with disabilities are able to access those support services used by other students on the same basis as a student without disabilities;



- b) Students with disabilities may have access to specialised support services as required;
- c) Where specialised equipment is needed to support a student with a disability to participate in a course, where possible and where it would not be reasonable to expect the student to have the equipment themselves, procure the equipment; and
- d) Staff are aware of specialised services available to assist students with disabilities and are able to assist students with disabilities to access specialised support services.

6.6 Part 5 - Victimisation and Harassment Prevention Strategies & Processes

- a) The School has the following policy measures in place in relation to victimisation and harassment prevention strategies:
 - I. Access and Equity Policy and Procedures;
 - II. Student Complaints and Appeals Policy and Procedures;
 - III. Student Handbook;
 - IV. Student Code of Conduct;
 - V. Behaviour and Misconduct Policy and Procedures;
 - VI. Critical Incidents Management Policy and Procedures;
 - VII. Privacy and Data Protection Policy and Procedures;
 - VIII. Recognition of Prior Learning and Credit Transfer Policy and Procedures;
 - IX. Student Selection and Enrolment Policy and Procedures;
 - X. Deferral, Suspension and Cancellation Policy and Procedures;
 - XI. Course Progress and Intervention Policy and Procedures;
 - XII. Course Completion within Expected Duration Policy and Procedures;
 - XIII. Language, Literacy and Numeracy (LLN) Policy and Procedures;
 - XIV. Student Induction and Orientation Policy and Procedures; and
 - XV. Student Support Services Policy and Procedures.

6.7 Part 6 - Staff Training

All staff must be aware of the *Disability Discrimination Act 1992* and the responsibilities of education providers under this Act.

- a) Student Support Officers and External Agents training
 - I. The School's Student support Officers and Education Agents are trained in the enrolment process that includes the following elements:
 - Advising applicants that students with disabilities may request reasonable adjustment to their learning;
 - Advising applicants who have disclosed a disability and requested reasonable adjustment of the process that will be followed in assessing their application.
 - II. The School's Agents will also be provided with compulsory training on bullying, harassment and victimisation that includes in relation to disability.
 - III. Department Heads and Trainers and Assessors will undertake training in the following:
 - IV. *Disability Discrimination Act 1992*;
 - V. Bullying, harassment and victimisation (including but not limited to in relation to disability);
 - VI. 'Unjustifiable hardship' in relation to education providers;
 - VII. Reasonable adjustment and development and implementation of Reasonable Adjustment Plans;



VIII. Informing students and prospective students of the School's policies and procedures including, but not limited to:

- Access and Equity Policy and Procedures;
- Student Complaints and Appeals Policy and Procedures;
- Student Handbook;
- Student Code of Conduct;
- Behaviour and Misconduct Policy and Procedures;
- Critical Incidents Management Policy and Procedures;
- Privacy and Data Protection Policy and Procedures;
- Recognition of Prior Learning and Credit Transfer Policy and Procedures;
- Student Selection and Enrolment Policy and Procedures;
- Deferral, Suspension and Cancellation Policy and Procedures;
- Course Progress and Intervention Policy and Procedures;
- Course Completion within Expected Duration Policy and Procedures;
- Language, Literacy and Numeracy (LLN) Policy and Procedures;
- Student Induction and Orientation Policy and Procedures; and
- Student Support Services Policy and Procedures.

b) Student Support Manager training

Student Support Manager to complete training in:

- I. *Disability Discrimination Act 1992*;
- II. Bullying, harassment and victimisation including but not limited to in relation to disability;
- III. How to monitor Reasonable Adjustment Plans.

c) Academic Staff training

All academic staff, as part of staff induction and as part of ongoing professional development, undertake training in the following:

- I. *Disability Discrimination Act 1992*;
- II. Bullying, harassment and victimisation (including but not limited to in relation to disability);
- III. Inclusive teaching practices including assessment;
- IV. Reasonable Adjustment Plans;
- V. Monitoring of students with Reasonable Adjustment Plans;
- VI. Informing students about policies and procedures including: Student Non-Academic Complaints and Appeals Procedures, the School's Access and Equity Policy and Procedures and the Student Code of Conduct.

6.8 Part 7 - External Disability Support Agency

- a) The School engages external disability support agencies to provide specialist advice in relation to applications from students with disabilities who request reasonable adjustment.
- b) The external agencies may also be engaged to provide specialist services for individual students with disabilities on behalf of the School.

6.9 Part 8 - Monitoring



- a) Student Support Manager and Academic Manager are responsible for monitoring Student Learning Plans and liaising with the Trainers / Assessors in relation to any complaints or difficulties experienced by the student.
- b) The School are responsible for monitoring compliance with School's Disability and Special Needs Policy and Procedures.

7 Rights of students and staff

7.1 Student Rights

Students have the right to:

- a) Be treated with dignity and respect;
- b) Learn in an inclusive educational environment;
- c) Undertake their studies in an environment free from discrimination and harassment;
- d) Being invited to discuss their requirements for reasonable adjustment and to have their request acted upon promptly and seriously;

7.2 Staff Rights

Staff have a right to:

- a) expect that students seeking reasonable adjustments to the learning program will discuss their specific requirements with relevant School Managers and share responsibility in negotiating solutions.

8 Roles and responsibilities

8.1 Student Responsibilities

- a) Students and prospective students with disabilities have a responsibility to provide information which assists the School in the timely planning and implementation of appropriate services by:
 - I. Disclosing their disability during the enrolment process;
 - II. Making early contact with the appropriate Student Support Officer within the School;
 - III. Notifying and verifying their requirements to the extent necessary to ensure an appropriate response from the School;
 - IV. Being proactive in advising the School of the difficulties they encounter in accessing aspects of the life of the School and how to overcome these difficulties;
 - V. Engaging with the strategies set out in their Reasonable Adjustment Plan; and
 - VI. Ensuring that specialised services provided are utilised in a fair and effective manner.

8.2 Responsibilities of Staff in General

- a) All staff take responsibility to ensure equity for students with disabilities and discharge their duties in a non-discriminatory manner.
- b) Staff are expected to undertake development activities in their annual development calendar, which ensure they become familiar with the general requirements of students who have disabilities.



- c) Create a climate that encourages students to approach them to discuss issues impacting on their studies that arise from their disability;
- d) Respond to the particular requirements of students who have disabilities by making reasonable adjustments within a flexible curriculum;
- e) Understand and constructively manage behaviour arising from disability which impacts upon others in the class.

8.3 Academic Manager Responsibilities

The Academic Manager is responsible for:

- a) Analysing curricula in terms of its inclusiveness in relation to students with disabilities as part of curricula review process;
- b) Reporting on compliance with this Policy and Procedures; and
- c) Incorporating relevant aspects of this policy and procedures as part of the School Teaching and Learning Plans.

8.4 Student Support Manager Responsibilities

Student Support Manager is responsible for:

- a) On receipt of a documented recommendation from the Academic Manager that reasonable adjustment is not achievable, making a decision based on consideration of a range of factors and in consideration of the definition of 'unreasonable hardship' under the *Disability Discrimination Act 1992*;
- b) Informing the School Principal of any decision to not admit a student to the School because of 'unjustifiable hardship' or inability to meet course learning outcomes; and
- c) Ensuring relevant staff training under this policy and procedures is provided.

9 Confidentiality

9.1 All information relating to Disability and Special Needs will be treated as confidential and in accordance with the School's Privacy and Data Protection Policy and Procedures.

9.2 The School will maintain confidentiality to ensure that:

- a) No information will be released without the agreement of the individual or group involved.

10 Appeals

10.1 If the student is not satisfied with any decision relating to Disability and Special Needs, the student has the right to appeal the decision.

10.2 An appeal must be lodged in writing to the School Principal within 20 working days from the date of the decision was taken.

10.3 The appeal should include the following details:

- a) the student's full name (family/surname and first name), and contact details,
- b) the nature of the decision or matter being appealed,
- c) the basis for the appeal,
- d) details of the specific outcome sought by the student, and
- e) copies of all relevant documents.

11 Further Information and Assistance



- 11.1** Students should seek clarification on any aspects of this Policy and its related Procedures prior to accepting an offer of admission made by the School.
- 11.2** Student assistance is available by contacting School Reception or Student Support.
- 11.3** Students may make an appointment with the Student Support Manager for assistance with their request relating to this Policy and its related Procedures.
- 11.4** Contact details for the School are outlined as follows:

Phone: +61 2 8844 1000
Address: Level 2,
197 Church Street,
PARRAMATTA NSW 2150
Email: admin@rsb.edu.au

NOTE: For definitions and explanation of the terms used in this policy and procedures, please refer to the document titled '*Glossary of Terms.*'



12 Appendix 1 – Reasonable Adjustment Delivery Checklist

This checklist is based on the information set out in the Disability Standards for Education 2005 (plus Guidance Notes).

Area	Requirement	Description of Actions Taken/Notes	Compliant
Curriculum <i>Measures that the education provider may implement to enable the student to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without a disability</i>	The curriculum, teaching materials, and the assessment and certification requirements for the course are appropriate to the needs of the student and accessible to him or her		<input type="checkbox"/>
	The course delivery modes and learning activities take account of intended educational outcomes and the learning capacities and needs of the student		<input type="checkbox"/>
	The course study materials are made available in a format that is appropriate for the student and, where conversion of materials into alternative accessible formats is required, the student is not disadvantaged by the time taken for conversion		<input type="checkbox"/>
	Teaching and delivery strategies for the course are adjusted to meet the learning needs of the student and address any disadvantage in the student's learning resulting from his/her disability, including through the provision of additional support, such as bridging or enabling courses, or the development of disability-specific skills		<input type="checkbox"/>
	Assessment procedures and methodologies for the course or program are adapted to enable the student to demonstrate the knowledge, skills or competencies being assessed.		<input type="checkbox"/>
	Course requirements are been reviewed, in the light of information provided by the student or an associate of the student, and includes activities in which the student is able to participate.		<input type="checkbox"/>
Student Participation	Appropriate programs necessary to enable participation by the student are negotiated, agreed and implemented		<input type="checkbox"/>



<p>Measures that the education provider may implement to enable the student to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without a disability.</p>	<p>Where a course necessarily 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 aims of the course or program</p>		
	<p>Any activities that are not conducted in classrooms, and associated extra- curricular activities or activities that are part of the broader educational program, are designed to include the student.</p>		<input type="checkbox"/>
	<p>Additional support is provided to the student where necessary, to assist him or her to achieve intended learning outcomes</p>		<input type="checkbox"/>
<p>Support Service Access</p> <p>Measures implemented to ensure that the student is able to access support services used by students in general, on the same basis as a student without a disability, and to ensure his/her access to specialised support services</p>	<p>Staff of education providers are aware of the specialised services available for the student and are provided with information that enables them to assist the student to access the services that the student needs;</p>		<input type="checkbox"/>
	<p>Provision of specialised services for the student, where necessary, is facilitated, including through collaborative arrangements with specialised service providers eg. services in health, personal care and therapy; services provided by speech therapists, occupational therapists and physiotherapists</p>		<input type="checkbox"/>
	<p>Any necessary specialised equipment is provided to support the student in participating in the course or program eg. adaptive technology, assistive devices</p>		<input type="checkbox"/>
	<p>Appropriately trained support staff, such as specialist teachers, interpreters, note- takers and teachers' aides, are made available to students with disabilities</p>		<input type="checkbox"/>