

TAFE SA AUTISM STRATEGY ACTION PLAN

2025 – 2029



Government of
South Australia

TAFE SA AUTISM STRATEGY ACTION PLAN 2025 – 2029

The SA Autism Strategy 2025 – 2029 (Strategy) is a strategic document that supports inclusion of Autistic people, their families and carers in South Australia. The Autism Strategy Action Plan 2025-2029 (Action Plan) outlines the steps in which TAFE SA – South Australian Government will take to fulfil the commitments of the Strategy. The Action Plan should be read in conjunction with the Strategy on the Inclusive SA website autismstrategy.sa.gov.au.

MESSAGE FROM CHIEF EXECUTIVE



TAFE SA has a critical role in supporting the education and training needs of the South Australian workforce.

Our organisation values the diversity of our staff and students, and we strive to provide an environment that accommodates every individual.

Through our delivery at campuses and training sites across the state, we are committed to creating safe, supportive spaces that accommodate diverse learning needs of all students.

This Autism Action Plan aligns with the South Australian Autism Strategy and reflects our dedication to accessibility, equity, and respect for neurodivergence.

Key initiatives include neuro-affirming support services, staff training, accessible learning resources and identifying continuous improvement opportunities.

Our collaboration includes working closely with students, families, educators, and community partners to ensure comprehensive support is available.

By embedding neuro-affirming approaches across our programs and services, we aim to empower Autistic learners and enhance their educational experience.

We will continue to promote awareness and understanding of Autism among staff and the wider community to build a culture of understanding.

Our state has a strong focus on Autism inclusion and as the public provider of vocational education and training, we have a key role in supporting Autistic people and Autism Communities.

I look forward to the implementation of this plan and continuing to provide an environment at TAFE SA which is welcoming and accessible for all our staff and students.

Adam Kilvert
TAFE SA Chief Executive

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This Autism Strategy Action Plan is available on the TAFE SA website tafesa.edu.au.

It is available online in an accessible electronic format and in Easy Read format. If you require a copy in an alternative format (such as large font, audio or Braille), please contact TAFE SA on 1800 882 661. If you are deaf, or have a hearing or speech impairment, you can contact us through the National Relay Service, accesshub.gov.au.

For any enquiries or feedback relating to this plan, please contact the TAFE SA Infoline on 1800 882 661. Alternatively, visit the Student Hub at a TAFE SA campus or use the feedback form available on the TAFE SA website tafesa.edu.au/feedback.

ACKNOWLEDGEMENT OF COUNTRY

TAFE SA acknowledges the traditional owners of the land.
It is a privilege to be sharing this land on which we live, work
and learn.

We recognise that this land has always been a place of teaching,
learning and knowledge sharing. We acknowledge the deep and
enduring spiritual connection the First Nation's people have to
this land and their ongoing contributions to education.

TAFE SA recognises that Aboriginal and Torres Strait Islanders
have maintained their culture, heritage, beliefs, languages, and
lores and these are of ongoing importance.

We commit ourselves to learning from the wisdom and
knowledge of the Traditional Owners and to fostering a spirit of
respect, inclusivity, and reconciliation within our community.

Artwork
Karen Briggs (Yorta Yorta)



OUR VISION

TAFE SA's vision for the future is a skilled and thriving South Australia where communities have access to quality education, training and support, employers have access to the skilled workforce they need and people are able to gain skills and capabilities to succeed.

OUR PURPOSE

Enabling South Australians, local industries and communities to prosper through the delivery of sector leading accessible vocational education, training and support both locally and nationally.



FOCUS AREA 1: PATHWAYS TO DIAGNOSIS

Objective: We want to create a clear and equitable approach to diagnosis in South Australia.

COMMITMENTS WITHIN FOCUS AREA 1:

1. Create clearer and more consistent pathways to diagnosis for Autistic people of all ages.
2. Improve the availability and access of diagnosis, especially in regional and/or remote areas.
3. Consider ways to reduce the occurrence of undiagnosed autism amongst girls and women and within the Aboriginal and culturally and linguistically diverse communities.
4. Improve the post-diagnostic referral process and accessibility of accurate information and resources.

COMMITMENT 1: CREATE CLEARER AND MORE CONSISTENT PATHWAYS TO DIAGNOSIS FOR AUTISTIC PEOPLE OF ALL AGES

Target: Raise public awareness regarding diagnostic pathways and ensure all information and resources are accessible and easy to navigate.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Develop and promote information, where appropriate, on autism to assist people and their families to access services, for example: ➤ assessment and diagnostic services ➤ counselling and support following a diagnosis ➤ autism and disability specific information ➤ supports for parents with disability, including autism.	2026 – ongoing	Update the TAFE SA current student website to reflect autism-related information sources. Develop, promoted and provide assistance to people and families to access autism-related services such as assessment, diagnosis, counselling, and supports.	Student Experience Data source: Website analytics (surveys, online content and resources)
Scope opportunities for specialist services to have a presence at a TAFE SA campus and build referral pathways to support Autistic students in both metropolitan and regional areas.	2026 – 2027	Investigate 2-3 specialist services that could have a presence at TAFE SA campuses.	Student Experience Data source: Number of specialist services that have had a presence
Wellbeing support services to continue to build community connections and working with disability support networks to improve access support and information.	2025 – ongoing	Continue the online, phone and in person appointments offerings for students to be able to connect with the TAFE SA wellbeing and inclusion support services. Revision to the current student website relating to disability and inclusion. Engage with disability support network at student events.	Student Experience Data source: Website analytics (surveys, online content and resources)

COMMITMENT 2: IMPROVE THE AVAILABILITY AND ACCESS OF DIAGNOSIS, ESPECIALLY IN REGIONAL AND/OR REMOTE AREAS

Target: Expand autism assessment services and supports for children and young people and their family and carers, especially in regional and remote areas.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Increase awareness on external supports, services and resources to the TAFE SA autism community across the regions.	2027	Provide information on diagnostic pathways and services on the TAFE SA student website. Improve wayfinding to web content on the student website.	Student Experience Data source: Website analytics (surveys, online content and resources)
Ongoing connections to regional and remote communities and local support services.	2027 – ongoing	Place-based commitment to ongoing collaboration with local service provider in regional and remote areas.	Student Experience

COMMITMENT 3: CONSIDER WAYS TO REDUCE THE OCCURRENCE OF UNDIAGNOSED AUTISM AMONGST GIRLS AND WOMEN AND WITHIN THE ABORIGINAL AND CULTURALLY AND LINGUISTICALLY DIVERSE COMMUNITIES

Target: Provide updated resources and information for staff to better understand and support people seeking autism diagnostic services.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Develop culturally specific supports for those who are accessing an autism diagnosis assessment service.	2027	Ensure TAFE SA information is inclusive of representation of women, girls, Aboriginal and Torres Strait Islanders as well as culturally and linguistically diverse and LGBTIQ+ communities.	Student Experience
		Update and develop further the TAFE SA website and resources to reflect a representation of women, girls, Aboriginal and Torres Strait Islanders as well as culturally and linguistically diverse communities.	People & Culture

COMMITMENT 4: IMPROVE THE POST-DIAGNOSTIC REFERRAL PROCESS AND ACCESSIBILITY OF ACCURATE INFORMATION AND RESOURCES

Target: Ensure training and resources on post-diagnostic services and supports are continually updated.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Ensure resources and websites provide clear and accessible information on how TAFE SA students can access the support services they offer, and outline what those services are, even if they have not previously disclosed an autism diagnosis.	2026 – ongoing	Update and develop further the TAFE SA staff and student website and resources.	Student Experience People & Culture Data source: Website analytics

FOCUS AREA 2: POSITIVE EDUCATIONAL EXPERIENCES

Objective: We want the South Australian public education system to champion Autistic children and students to thrive in the educational environment, to receive the right supports for them, and feel empowered to succeed.

COMMITMENTS WITHIN FOCUS AREA 2:

1. Improve environments to support the inclusion of Autistic children and young people in our preschools, primary and secondary school settings.
2. Improve the knowledge and understanding of autism amongst our educators, support staff and those connected to our education and care settings.
3. Identify ways to improve transition pathways between educational settings and beyond school.
4. Implement neurodiversity-affirming supports and strategies, tailored to the individual, to ensure Autistic children and students receive the right supports for them.

COMMITMENT 1: IMPROVE ENVIRONMENTS TO SUPPORT THE INCLUSION OF AUTISTIC CHILDREN AND YOUNG PEOPLE IN OUR PRESCHOOLS, PRIMARY AND SECONDARY SCHOOL SETTINGS

Target: Improve in-classroom supports for Autistic students to support their individual needs.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Deliver and update, where relevant, the Inclusive Education Roadmap, a framework that is responsive to the diversity and variability of students, ensuring all learners have equitable opportunity to develop knowledge, understanding, skills and competency by: > recognising individual learner strengths and capabilities. > accommodating individual learner requirements. > removing barriers to participation.	Ongoing	The development of one autism inclusive education specific program for transitioning school-students. Update the TAFE SA website to include targeted information supporting the Inclusive education Roadmap.	TAFE SA Student Experience Data source: Website analytics
Establish classroom supports and reasonable adjustments for Autistic students to support their individual needs.	Ongoing	The application of reasonable adjustments in the classroom.	TAFE SA Teaching & Learning Student Experience Data Source: Student feedback surveys

COMMITMENT 1: IMPROVE ENVIRONMENTS TO SUPPORT THE INCLUSION OF AUTISTIC CHILDREN AND YOUNG PEOPLE IN OUR PRESCHOOLS, PRIMARY AND SECONDARY SCHOOL SETTINGS (CONTINUED)

Target: Develop accessible educational settings to support student learning outcomes.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Provide accessible and alternative formats to support Autistic students' learning. This includes course design, alternative formats on course content and learning materials on select resources.	Ongoing	Report quarterly on student engagement with alternative formats in the LEARN.	TAFE SA Teaching & Learning Data Source: Learn platform analytics
Develop clear and accessible information on the safety and rights of Autistic students through existing resources and public-facing websites.	Ongoing	Update the public-facing website to reflect accessible information on safety, rights and responsibilities of Autistic students.	TAFE SA Marketing Student Experience Data source: TAFE SA website data analytics

COMMITMENT 2: IMPROVE THE KNOWLEDGE AND UNDERSTANDING OF AUTISM AMONGST OUR EDUCATORS, SUPPORT STAFF AND THOSE CONNECTED TO OUR EDUCATION AND CARE SETTINGS

Target: Improve the training and supports provided to educators at TAFE SA.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Deliver Autism Awareness and Understanding training sessions to TAFE SA staff including tailored options such as for educators and supervisors.	Ongoing	The number of staff accessing and completing the Autism Awareness Training module available on the TAFE SA professional development platform. The number of delivered tailored programs.	TAFE SA People & Culture Data source: Website analytics

COMMITMENT 3: IDENTIFY WAYS TO IMPROVE TRANSITION PATHWAYS BETWEEN EDUCATIONAL SETTINGS AND BEYOND SCHOOL

Target: Develop supports for Autistic students during transition phases beyond the school setting.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Improvements made to the orientation and transition experience to Vocational Education and Training (VET) for Autistic students, their families and carers.	2026 – ongoing	Investigate one targeted transition program in collaboration with Department for Education (DfE) Disability Pathways unit. The number of early interventions delivered by Student Success & Wellbeing when potential students and their families connect with the service. The development of a pilot project for commencing students with autism in commencing semester timeframes to support students, their families and carers transition to VET at TAFE SA.	TAFE SA People & Culture Data source: Website analytics
Develop and update, where relevant, inclusive and accessible information for Autistic students to support transitioning from secondary school settings to VET and higher education.	2026 – ongoing	The number of updates to the TAFE SA website. Develop a targeted transition program to support transition. The number of support service promotions in school transition planning.	TAFE SA Student Experience Data source: Communication rates Student Engagement data

Target: Collaborate with stakeholders to support Autistic students transition between secondary education settings and Vocational Education and Training (VET).

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Develop information sharing processes between TAFE SA and schools to ensure Autistic students have consistent continuity of support during transition.	2026	The number of school/TAFE interactions and referrals for Autistic students.	TAFE SA Student Experience Data source: Student Management System
Promote support services dedicated to inclusion and accessibility for current and prospective Autistic students transitioning from secondary school to VET, including through initiatives such as career expos.	2025 – ongoing	Attend 2 career expos per year	TAFE SA Marketing Student Experience Data source: Feedback surveys, and data analytics.

COMMITMENT 4: IMPLEMENT NEURODIVERSITY-AFFIRMING SUPPORTS AND STRATEGIES, TAILORED TO THE INDIVIDUAL, TO ENSURE AUTISTIC CHILDREN AND STUDENTS RECEIVE THE RIGHT SUPPORTS FOR THEM

Target: Explore strategies that are neurodiversity-affirming and focus on supporting Autistic students and their families and carers.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Implement neurodiversity-affirming strategies for Autistic students that reduce stress, enhance wellbeing and lead to improved learning outcomes in higher education settings, including continued, tailored support through Disability Access and Inclusion Plans.	Ongoing	The number of supports provided through Counselling & Inclusion services. The amount of support provided through tailored Access Plans, disability support services, wellbeing support services etc to aid with improved learning outcomes.	TAFE SA Student Experience Data source: Data analytics/Student Engagement data
Create alternative learning environments and flexible learning options for Autistic students, including considerations for diverse communication styles and reasonable adjustments, in order to support a wider range of effective learning preferences for Autistic students. For example, implementing quiet spaces at TAFE SA campuses.	2026 – ongoing	The number of quiet spaces created within our campuses to support the sensory needs of the TAFE SA student and staff autistic community, with ongoing expansion across other sites. Investigate accessibility spaces at TAFE SA sites.	TAFE SA Student Experience Facilities Teaching & Learning Data source: Student survey on sensory room usage
Implement flexible and alternative options, including online appointments, for Autistic students to connect with services that support student wellbeing through various formats.	2025 – ongoing	3 alternative modes of service delivery offered – online/phone and in person.	Data source: Student feedback survey Student Engagement data

Target: Collaborate with the Autistic and autism community to ensure supports are effective and responsive to the individual need of Autistic students.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Develop and update, where relevant, resources in collaboration with the Autistic community to enable Autistic and neurodivergent students to communicate their support needs.	Ongoing	The number of opportunities provided for the autistic voice to be incorporated in resource development Consult the autistic community to develop tailored communication resource to support students communicate their individual strengths and support needs.	TAFE SA Student Experience Data source: Student surveys, Student Voice group
Continue building community connections with disability support providers to improve access to information for Autistic students at TAFE SA.	Ongoing	The number of connections with Employment Inclusion Providers, in supporting Autistic students accessing information.	TAFE SA Student Experience Data source: Number of Employment Inclusion Provider engagements



FOCUS AREA 3: THRIVING IN THE WORKPLACE

Objective: We want a diverse, inclusive and welcoming South Australian workforce where the strengths and skills of Autistic people flourish.

COMMITMENTS WITHIN FOCUS AREA 3:

1. Improve knowledge, understanding and awareness of autism across the workforce.
2. Create an accessible, inclusive and welcoming public sector where Autistic people can thrive.
3. Increase opportunities for Autistic people to gain meaningful and lasting employment.
4. Consider alternative employment initiatives when transitioning from education to employment.

COMMITMENT 1: IMPROVE KNOWLEDGE, UNDERSTANDING AND AWARENESS OF AUTISM ACROSS THE WORKFORCE

Target: Ensure public sector employees undertake Autism Awareness and Understanding training.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Ensure in-person and online Autism Awareness and Understanding training is completed across public sector workforce and other more tailored training such as for supervisors, is provided and undertaken.	Ongoing	The number of staff who undertook Autism Awareness and Understanding Training: ➤ online ➤ in-person.	People & Culture Data source: HR training Management records

Target: Increase awareness of autism across the public sector workforce and the strengths and benefits of employing Autistic people.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Outline the initiatives completed to promote autism inclusion in the workplace through a range of initiatives including acknowledging days of significance, internal communications promoting the story of Autistic Employees and promotion of resources and tools that support neurodiversity inclusion.	Ongoing	The number of initiatives delivered to promote autism inclusion in the workplace and feedback from people with lived experience. <i>Note: this action aligns with State Disability Inclusion Plan Measure 1.2.1</i>	People & Culture Data source: Intranet and website analytics, survey material and Employee Network feedback
Engage Autistic employees and employees with disability to inform inclusion activities, including the design of days of significance.	Ongoing	The number of engagements with people with lived experience and evidence of implementation. <i>Note: this action aligns with State Disability Inclusion Plan Measure 1.2.1</i>	People & Culture Data source: Inclusion and Equity Framework data and survey data

COMMITMENT 2: CREATE AN ACCESSIBLE, INCLUSIVE AND WELCOMING PUBLIC SECTOR WHERE AUTISTIC PEOPLE CAN THRIVE

Target: Embed autism inclusion into workplace policies and practices.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Embed Neuroinclusion into our people management and recruitment policies and processes as they are reviewed and updated with reference to reasonable adjustment, for additional tailored support. Autistic employees can engage throughout the recruitment and training processes.	Ongoing	The number/proportion of documentation across the employee lifecycle that incorporates neuro-affirming techniques.	People & Culture Data source: Updated policies and resources
Review reasonable adjustments procedures and flexible workplace arrangements that support all staff, including Autistic employees and parents and carers of Autistic people.	2027	Evidence of Autistic people engaged with the review process and feedback implemented.	People & Culture Data source: Policies and processes updated
Review and update, where applicable, forms to include an opportunity to identify as Autistic and/or neurodivergent to enable better support and/or better decision making.	2027	Increase in the number of staff comfortable to identify and seek support. The range of disaggregated data available to support decision making at TAFE SA.	People & Culture Data source: HR records and survey data

Target: Develop strategies to improve the overall health and wellbeing of Autistic public sector employees.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Identify appropriate mechanisms, including clear confidentiality, to ensure Autistic employees feel safe, supported and confident to disclose that they are Autistic at the commencement of employment and through the employment lifecycle.	2028	Update systems to better support disclosure during the onboarding process and other times to build confidence in the safety to do this through improved information for candidates and sharing of positive stories of people with autism working at TAFE SA.	People & Culture Data source: EAP procurement review and wellbeing posts.
Review EAP services and other wellbeing support, to ensure they are inclusive, culturally appropriate, neurodiversity-affirming and in a range of modes and formats to support the diverse communication styles of Autistic employees.	2027	People with lived experience are involved in the review process.	People & Culture Data source: Number of Employment Inclusion Provider engagements
Commit to establishing quiet spaces for employees to use and implement Inclusive Design principles in any new infrastructure.		Develop neurodiverse inclusive workspaces. Build into development planning processes specific steps for consideration of quiet spaces. Improve awareness and understanding of inclusive design principles in facilities design teams. Connect design teams with people with lived experience to support inclusive design practices.	Facilities

COMMITMENT 3: INCREASE OPPORTUNITIES FOR AUTISTIC PEOPLE TO GAIN MEANINGFUL AND LASTING EMPLOYMENT

Target: Develop programs and resources that support Autistic people transition into meaningful employment in the public sector.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Develop programs that support transition to employment at TAFE SA for Autistic People.	2028	The number of Autistic and/or neurodivergent people are employed.	People & Culture Data source: HR data sources

Target: Provide alternative workplace training and volunteer options that support Autistic people entering the public sector workforce.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Review and implement alternative and accessible workplace training options to support Autistic employees, including in a range of accessible formats and learning styles.	Ongoing	The number accessible workplace training offerings that support Autistic and/or neurodivergent learning styles.	People & Culture Data source: Training records.
Review volunteering arrangements for Neuroinclusion.	2029	Lived experience feedback on Volunteering Practices.	People & Culture Data source: Volunteer information and records
Neuroinclusion is considered in the development or review of any peer support or mentoring programs introduced.	Ongoing	Peer Support and mentoring program have been considered for neuroinclusion and people with lived experience have been engaged in the design.	People & Culture Data source: Inclusion and Equity Framework data

COMMITMENT 4: CONSIDER ALTERNATIVE EMPLOYMENT INITIATIVES WHEN TRANSITIONING FROM EDUCATION TO EMPLOYMENT

Target: Develop programs or supported pathways for Autistic students transitioning from education settings to employment across the public sector.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Review existing graduate programs to expand pathways for Autistic graduates from education settings to employment.	Ongoing	Investigate pathways for Autistic graduates engaging in external graduate programs.	Student Experience Data source: Graduate outcomes
Developing industry and employer partnerships to increase awareness about the skills and abilities of Autistic students to aid with future employment.	Ongoing	The number of partnership arrangements. The number of meetings with industry and employers to increase awareness of Autistic student and their capabilities. Make efforts to secure job placements, internships, mentorships etc to aid with transitions to employment.	TAFE SA Strategic Industry Partnerships People & Culture Student Experience Data source: HR employment records, partnership arrangements

COMMITMENT 4: CONSIDER ALTERNATIVE EMPLOYMENT INITIATIVES WHEN TRANSITIONING FROM EDUCATION TO EMPLOYMENT (CONTINUED)

Target: Collaborate with service providers which support Autistic people transitioning to employment.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Provide a range of career skills to aid Autistic students with the transition from education into employment.	Ongoing	Career skills workshops will be run each semester. Range of career skills workshops and services, in areas such as resume writing, cover letters, how to apply for jobs, interview skills, exploring career opportunities and pathways, career decision making etc.	TAFE SA Student Experience Data source: Student and graduate destination surveys





FOCUS AREA 4: ACCESS TO SUPPORT AND SERVICES

Objective: We want a clearer, more consistent and accessible service system where Autistic people and their families and carers can access the support they need, when they need it.

COMMITMENTS WITHIN FOCUS AREA 4:

1. Develop a centralised state information system to support access and navigation of available supports and services.
2. Improve the knowledge and understanding of autism amongst professional staff.
3. Work with organisations to ensure evidence and research on autism can be effectively and efficiently translated into practice.
4. Ensure neurodiversity-affirming and culturally appropriate services and supports are available.

COMMITMENT 1: DEVELOP A CENTRALISED STATE INFORMATION SYSTEM TO SUPPORT ACCESS AND NAVIGATION OF AVAILABLE SUPPORTS AND SERVICES

Target: Ensure resources and information about supports and services are updated, easily accessible and autism inclusive.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Deliver or review initiatives, platforms and systems to connect Autistic people with information in various accessible formats across Government of South Australia supports and services.	Ongoing	The number of initiatives, platforms and systems made to connect Autistic people with information in various accessible formats. <i>*Initiatives, platforms and systems include, website content, accessible formats (e.g. Easy Read).</i>	People & Culture Data source: HR training Management records

COMMITMENT 2: IMPROVE THE KNOWLEDGE AND UNDERSTANDING OF AUTISM AMONGST PROFESSIONAL STAFF

Target: Involve the Autistic and autism community in feedback processes to inform the direction of professional development for staff.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Increase awareness of autism across the TAFE SA workforce including tailored options for particular work groups or roles.	2027	The number of training offerings and participant attendance outside of Disability Awareness training.	People & Culture Data source: Training records

COMMITMENT 3: WORK WITH ORGANISATIONS TO ENSURE EVIDENCE AND RESEARCH ON AUTISM CAN BE EFFECTIVELY AND EFFICIENTLY TRANSLATED INTO PRACTICE

Target: Collaborate with subject matter experts when developing and implementing supports and services for Autistic people.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Collaborate with autism-specific organisations, where relevant, when developing and implementing policies, supports and services for Autistic people.	Ongoing	The number of autism-specific organisation engagements when developing and implementing policies, support and services for Autistic people. TAFE SA staff engaged in Disability networks including in the education and training sector and Australian Disability Clearinghouse on Education and Training (ADCET) community of practice groups.	Student Experience Data source: Graduate outcomes
Developing industry and employer partnerships to increase awareness about the skills and abilities of Autistic students to aid with future employment.	Ongoing	The number of partnership arrangements. The number of meetings with industry and employers to increase awareness of Autistic student and their capabilities. Make efforts to secure job placements, internships, mentorships etc to aid with transitions to employment.	People & Culture Student Experience Data source: Inclusion and Equity Framework data

Target: Collaborate with the Autistic and autism community throughout the planning, development and implementation phases to ensure services are neurodiversity-affirming and are effectively meeting the needs of Autistic people.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Consult with reference groups and lived experience groups, where relevant, on autism-related matters to provide insights and guidance on identifying and addressing barriers to accessing services provided by the Government of South Australia.	2028	Engage lived experience student voice groups and staff groups to identify and address barriers to accessing services on autism-related matters. Ongoing commitment to representation of lived experience. Disability Access & Inclusion Plan (DAIP) working group has student and staff representative with lived experience of disability. Working group terms of reference to included membership of student with lived experience of autism. Student Voice group has lived experience of students with lived experience of diverse intersectionality.	Student Experience People & Culture Data source: DAIP representation, student voice group representation

COMMITMENT 4: ENSURE NEURODIVERSITY-AFFIRMING AND CULTURALLY APPROPRIATE SERVICES AND SUPPORTS ARE AVAILABLE

Target: Improve existing services to ensure they are streamlined, effective and efficient to meet the individual needs of Autistic people.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Review and update, where relevant, the customer service areas and experiences to ensure Autistic people feel supported when accessing services.	Ongoing	The number of customer service areas reviewed and updated to ensure Autistic and/or neurodivergent people are supported when accessing services.	Student Experience Data source: Student and staff surveys and feedback forums

Target: Ensure a wide range of neurodiversity-affirming and culturally appropriate services and supports are available, including to Autistic people who do not yet have an autism diagnosis.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
In the development of new strategies and initiatives, the State Autism Strategy and/or Autism Charter will be linked and referenced, where appropriate.	2026 – ongoing	The number of references made to the State Autism Strategy and/or the Autism Inclusion Charter in new strategies and initiatives. The number of supportive transition planning programs linked to the State Autism Strategy. Develop and implement various pilot projects for commencing students with autism in commencing semester timeframes to support students, their families and carers transition to VET at TAFE SA.	Student Experience Data source: Autism action plan response, feedback from pilot projects

COMMITMENT 4: ENSURE NEURODIVERSITY-AFFIRMING AND CULTURALLY APPROPRIATE SERVICES AND SUPPORTS ARE AVAILABLE (CONTINUED)

Target: Improve data capturing strategies of diverse cohorts of people accessing state government services and supports.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
When consulting to inform the development of new strategies and initiatives, personal identifying data will be collected where appropriate and possible, to capture and consider anonymous data and information specific perspectives of the Autistic community.	Ongoing	Access to disaggregated data about the experience of Autistic and/or neurodivergent people to support the development of new strategies and initiatives.	People & Culture Data source: Personal details records, sentiment surveys and other consultation data
Report on data, capturing the diverse student community within TAFE SA to inform future initiatives, ensuring data and reporting is confidential.	2025	Confidential surveys for staff and students with self-disclosure and referral.	TAFE SA Student Experience Data source: Survey feedback methods

Target: Ensure a wide range of neurodiversity-affirming and culturally appropriate services and supports are available, including to Autistic people who do not yet have an autism diagnosis

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Provide inclusive, accessible and responsive support services to students engaged in TAFE SA.	Ongoing	The number of online, phone and in person appointments for students to be able to connect with the TAFE SA Wellbeing and Inclusion Support Services. The amount of support provided through tailored Access Plans, disability support services, wellbeing support services.	TAFE SA Student Experience Data source: Student surveys and feedback

FOCUS AREA 5: PARTICIPATION IN THE COMMUNITY

Objective: We want a truly inclusive South Australia where Autistic people can meaningfully participate in the community without restriction.

COMMITMENTS WITHIN FOCUS AREA 5:

1. Consider how the built environment may impact Autistic people and identify opportunities for improvement across current and future infrastructure projects.
2. Identify ways to improve accessible transport options and the accessibility of public spaces and venues, including signage and wayfinding tools.
3. Partner with organisations, sporting clubs, local councils and community services to support inclusive initiatives for Autistic people of all ages.

COMMITMENT 1: CONSIDER HOW THE BUILT ENVIRONMENT MAY IMPACT AUTISTIC PEOPLE AND IDENTIFY OPPORTUNITIES FOR IMPROVEMENT ACROSS CURRENT AND FUTURE INFRASTRUCTURE PROJECTS

Target: Ensure that accessibility and inclusion is considered in the planning process.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Improve the existing built environment on campuses to be more accessible, including accessible quiet spaces.	2029	The number of connections between the design teams with people with lived experience to support inclusive design practices. Use the Inclusive Events toolkit when planning for events and activities. Seeking planning support and feedback from members of our Student Voice and DAIP working group when planning events to ensure they are inclusive. Investigate and plan opportunities for improvement in current spaces.	TAFE SA Student Experience Facilities Data source: number of accessible sensory spaces, surveys

COMMITMENT 2: IDENTIFY WAYS TO IMPROVE ACCESSIBLE TRANSPORT OPTIONS AND THE ACCESSIBILITY OF PUBLIC SPACES AND VENUES, INCLUDING SIGNAGE AND WAYFINDING TOOLS

Target: Improve public spaces and venues to be accessible and inclusive of Autistic people.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Ensure signage and information is accessible and in a range of formats to be inclusive of Autistic students.	Ongoing	The number of wayfinding signage in various formats.	TAFE SA Student Experience Facilities Data source: TAFE SA website and campuses

COMMITMENT 3: PARTNER WITH ORGANISATIONS, SPORTING CLUBS, LOCAL COUNCILS AND COMMUNITY SERVICES TO SUPPORT INCLUSIVE INITIATIVES FOR AUTISTIC PEOPLE OF ALL AGES

Target: Collaborate with the Autistic and autism community to ensure activities and services are autism inclusive.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Consult with the Autistic and autism community, where appropriate, when planning and organising events to ensure they are autism inclusive, such as the inclusion of breakout or quiet spaces.	2026 – ongoing	The number and proportion of lived experience people engaged to inform planning and organising of events. Use of the Inclusive Events toolkit when planning for events and activities.	Student Experience People & Culture Data source: Evidence-based interactions through different media

FOCUS AREA 6: ACCESS TO HEALTH AND MENTAL HEALTH SERVICES

Objective: We want to address the barriers Autistic people and their families continue to face in accessing health and mental health services.

COMMITMENTS WITHIN FOCUS AREA 6:

1. Improve the knowledge, understanding and acceptance of autism amongst health practitioners, medical staff and first responders.
2. Improve the experiences of Autistic people of all ages navigating and engaging in health and mental health services.
3. Improve the accessibility of health and mental health services, especially in regional and remote communities.

COMMITMENT 1: IMPROVE THE KNOWLEDGE, UNDERSTANDING AND ACCEPTANCE OF AUTISM AMONGST HEALTH PRACTITIONERS, MEDICAL STAFF AND FIRST RESPONDERS

Target: Provide autism awareness and understanding to first responders to effectively support Autistic people during emergency services.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Build neuro-affirming practices into our first responder programs to support our neurodivergent staff and student community appropriately.	2028 – ongoing	Records of practices or training updated to incorporate neuro-affirming responses.	People & Culture Data source: HR data analytics and Inclusion and Equity Framework Data

COMMITMENT 2: IMPROVE THE EXPERIENCES OF AUTISTIC PEOPLE OF ALL AGES NAVIGATING AND ENGAGING IN HEALTH AND MENTAL HEALTH SERVICES

Target: Consult with health and mental health services to support tailored services for Autistic people.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Partner with specialist health and mental health service providers to support the diverse student community at TAFE SA across metropolitan, regional and remote campuses.	2029 – ongoing	The number of local and community services connections with TAFE SA Student Success & Wellbeing.	TAFE SA Student Experience People & Culture Data source: Number of partnerships

COMMITMENT 3: IMPROVE THE ACCESSIBILITY OF HEALTH AND MENTAL HEALTH SERVICES, ESPECIALLY IN REGIONAL AND REMOTE COMMUNITIES

Target: Improve health and mental health service referrals supporting access.

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Build partnerships with external mental health services in the metropolitan and regional communities to improve referral pathways and access to services for Autistic students at TAFE SA.	2026 – ongoing	The number of warm referral processes, events and networks with external mental health services. Orientation events to have external mental health provider present at on-campus ‘campus alive’ events for student community engagement.	TAFE SA Student Experience Data source: Event calendar and resource guide/list of attendees



FOCUS AREA 7: INTERACTIONS WITH THE JUSTICE SYSTEM

Objective: We want to improve the experiences of Autistic people coming into contact with the criminal and youth justice systems.

COMMITMENTS WITHIN FOCUS AREA 7:

1. Improve the knowledge and understanding of autism across the criminal and youth justice systems.
2. Ensure services and supports provided in community and custodial justice settings are responsive to the needs of Autistic people.
3. Create autism inclusive environments within criminal justice settings.

TAFE SA COMMITMENT

ACTION	TARGET DATE	MEASURE	RESPONSIBILITY AND DATA SOURCE
Develop clear and accessible information on the safety and rights of Autistic students.	2027	The number of relevant resources developed for our Autistic student community. Develop clear and accessible information on safety, rights and responsibilities through our resources and our website.	Student Experience
Identify TAFE SA staff that work within the criminal justice setting and provide relevant training.	2028	The proportion of TAFE Staff working within criminal justice settings that have received training.	People & Culture

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Accurate as at June 2026.

If you are a person who is Deaf, hard of hearing or with communication support needs contact us through the National Relay Service **accesshub.gov.au**