

TAFE SA DISABILITY ACCESS AND INCLUSION PLAN

2025 – 2029



Government of
South Australia

MESSAGE FROM CHIEF EXECUTIVE



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

Across our campuses and training sites, we are committed to providing an inclusive and accessible workplace for staff and learning environment for students.

This commitment includes listening to those with lived experience of disability, engaging a broad and diverse range of stakeholders, and providing flexibility to support a variety of education and support pathways.

We value diversity among our staff and students and strive to provide an environment that accommodates everyone.

The TAFE SA Disability Access and Inclusion Plan (DAIP) 2025-2029, reflects the feedback from more than 300 staff and students through focus groups and surveys, and builds on the achievements of the DAIP 2020–2024.

These achievements include a new TAFE SA branding style guide with accessibility focus, disability awareness training, and partnering with external stakeholders to create a National Community of Practice on Universal Design for Learning.

We have also implemented YuJa Panorama to improve accessibility of teaching and learning resources, increase representation of lived experience of disability on the DAIP Working Group and TAFE SA student voice group, and provide targeted training for students living with disability.

TAFE SA has the opportunity and responsibility to have a positive impact on the lives of people living with disability through education and training, and through supporting participation in the workforce and the wider community.

Access and inclusion is everyone's responsibility. I look forward to the implementation of this plan and continuing to provide a digital, physical and cultural environment at TAFE SA which is welcoming and accessible for all our staff and students.

Adam Kilvert
TAFE SA Chief Executive

CONTENTS

MESSAGE FROM CHIEF EXECUTIVE 2

CONTENTS 3/4

CONTACT DETAILS 4

ACKNOWLEDGEMENT OF COUNTRY 5

OUR VISION 6

OUR PURPOSE 6

OUR WORKPLACE/STAFF 7

Student Profile 7

STRATEGIC CONTEXT 8

Relationship to other policies, strategies, frameworks 8

ACKNOWLEDGEMENTS 9

GLOSSARY AND DEFINITIONS 10

DAIP DEVELOPMENT 11

Consultation 11

DAIP IMPLEMENTATION 12

Achievements 13

DAIP ACTIONS TABLE 20

DOMAIN 1:

INCLUSIVE ENVIRONMENTS AND COMMUNITIES 20

Outcome statement: A South Australia where all people with disability can participate as equal citizens and feel connected to their communities 20

Priority Area 1: Active participation 21

Priority Area 2: Inclusive communities and attitudes 22

Priority Area 3: Universal Design 23

Priority Area 4: Accessible facilities 24

Priority Area 5: Communications and information 24

Priority Area 6: Transportation 25

Priority Area 7: Collaboration, consultation and information 25

Priority Area 8: Housing 26

DOMAIN 2:

EDUCATION AND EMPLOYMENT 26

Outcome statement: A South Australia where all people with disability benefit from inclusive educational experiences, equitable employment opportunities and financial security 26

Priority Area 1: Targeted knowledge, understanding and support 26

Priority Area 2: Supports and resources for children and young people 27

Priority Area 3: Targeted transitional supports 28

Priority Area 4: Access to employment opportunities 28

Priority Area 5: Inclusive working environments 29

Priority Area 6: Data and reporting 29

CONTENTS CONTINUE ON NEXT PAGE

TAFE SA DISABILITY ACCESS AND INCLUSION PLAN 2025 – 2029

CONTENTS (CONTINUED)

DOMAIN 3: PERSONAL AND COMMUNITY SUPPORT 31

Outcome statement: A South Australia where people with disability can access quality, tailored personal and community supports addressing their individual needs **31**

Priority Area 1: Accessibility **31**

Priority Area 2: Advocacy and supports **32**

Priority Area 3: Information sharing **32**

Priority Area 4: Family and carer support **33**

Priority Area 5: Programs **33**

DOMAIN 4: HEALTH AND WELLBEING 34

Outcome statement: A South Australia where all people with disability can attain the highest possible health and wellbeing outcomes throughout their lives **34**

Priority Area 1: Inclusive infrastructure **34**

Priority Area 2: Targeted knowledge, understanding and support **34**

Priority Area 3: Supports and interventions **34**

DOMAIN 5: SAFETY, RIGHTS AND JUSTICE 36

Outcome statement: A South Australia where all people with disability feel safe, have their rights upheld and have full and equal protection before the law **36**

Priority Area 1: Targeted knowledge, understanding and support **36**

Priority Area 2: Responding to emergencies **37**

Priority Area 3: Support and navigating the justice system **37**

Priority Area 4: Consultation and collaboration **37**

Priority Area 5: Safeguarding **38**

CONTACT DETAILS

This Disability Access and Inclusion Plan (DAIP) 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 lore 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.



OUR WORKPLACE/STAFF

TAFE SA is committed to increasing the number of staff who identify as living with a disability. At the start of the previous plan, fewer than 0.5% of our workforce had disclosed in the HR System that they live with a disability. At the end of 2025, this had increased to 1.14% (29 employees). While this figure remains modest, it has more than doubled since the initial plan, with most of the increase occurring during 2024 and 2025. In the separate People Matters survey conducted in early 2024, the proportion of employees who identified that they are living with disability was 8.2%. Importantly, both our data and consultation processes reveal a high degree of intersectionality, as many employees who identify as having a disability also experience other intersecting forms of discrimination. This underscores the need for an inclusive approach that recognises and responds to overlapping identities and the compounded barriers they can create.

Disability Access and Inclusion is one of six key drivers within TAFE SA's whole of organisation, Inclusion and Equity Framework. The other drivers are Reconciliation, Gender Equality, LGBTIQ+ Inclusion, Intergenerational Inclusion, and Intercultural Inclusion. Developed in consultation with our community, these drivers embed an intersectional approach to ensure inclusion for all.

A core principle of the Framework is that the voices of people with lived experience guide our actions. To enable this, we have established six Employee Networks aligned to the drivers, alongside an Inclusion and Equity Community of Practice. This Community brings together the networks, Action Plan Working Groups—including the Disability Access and Inclusion Plan Working Group—and individuals committed to advancing equity and inclusion across TAFE SA. Currently, the Community of Practice has 425 members, representing approximately 17% of our workforce.

The Inclusion and Equity Framework set overarching goals and enabling actions across four focus areas: Leadership Capability and Commitment; Leadership, Workforce and Student Diversity; Campus and Culture; and Community. It serves as the foundation that connects all inclusion and equity initiatives, while maintaining targeted efforts to support each driver and the communities they represent.

STUDENT PROFILE

Based on data for 2020 – 2025, TAFE SA had 10,662 students who identified as living with a disability. Of these, approximately 33% (3,542 students) were supported by individualised Access Plans.

Longitudinal data shows an increase in students who have identified as living with a disability. The lower number in 2022 may be due to the impact of COVID-19.

YEAR	NUMBER OF STUDENTS WHO IDENTIFIED AS LIVING WITH A DISABILITY
2020	2136
2021	2272
2022	1972
2023	2347
2024	2356
2025	2677



STRATEGIC CONTEXT

TAFE SA is committed to improving employment conditions and opportunities for persons with a disability and our Disability Access and Inclusion Plan (DAIP) 2025-2029 has been developed within the context of the Commonwealth and state legislation, state government priorities and objectives, and departmental policy to ensure that it complies with the Commonwealth Disability Discrimination Act 1992, Disability Standards for Education (2005) and the Disability Inclusion Act 2018 (SA).

Our DAIP is aligned to the South Australian Disability Inclusion Plan 2025-2029 and the Australian Government Disability Strategy 2021-2031, and sets out clear, practical actions to improve accessibility, inclusion, and participation across all areas of our work to reduce the barriers faced by people and employees living with disability through the creation of accessible and inclusive communities.

RELATIONSHIP TO OTHER POLICIES, STRATEGIES, FRAMEWORKS

Our DAIP aligns to our strategic plan, and supports and complements:

- › TAFE SA Autism Strategy Action Plan
- › TAFE SA Inclusion and Equity Framework
- › Office of the Commissioner for Public Sector Employment Diversity, Equity and Inclusion Strategy 2023-2026

ACKNOWLEDGEMENTS

TAFE SA acknowledges the support and input of the following individuals and organisations in the preparation of this plan:

- > **Trina Bianchini**, Teaching and Learning Specialist, Accessibility & Inclusion
- > **Alison Harris**, Principal Consultant, Inclusion & Equity
- > **Leanne Gerekaroff**, Student Access & Inclusion, Lead
- > **Emma Lawrence**, Manager Student Success & Wellbeing
- > **Dannielle Icke**, Principal Lecturer, SEE
- > **Rhiannon Hope**, Policy Liaison Officer – Strategic Policy & Advice
- > **Rob Davenport**, Applications Analyst, Transformation Applications & Platforms
- > **Mignon Harris** – Strategic Project Lead in Innovation & Transformation – Facilities Project
- > **Gaynor Green**, Marketing Consultant
- > **Braden Naylor**, Director, Corporate Finance
- > **Anne Dullaghan**, Lecturer, LLN, Women’s Education & Foundation Skills
- > **Jacqueline Collins**, Access & Inclusion Advisor
- > **Laura Cunningham**, Senior Research Analyst
- > **Sahara Jones**, TAFE SA Student Representative
- > **Margaret Jaegar**, TAFE SA Student Representative



GLOSSARY AND DEFINITIONS

The South Australian Disability Inclusion Act (2018) provides a legal framework for supporting equal access and inclusion for people with disability. The South Australian Disability Inclusion Act (2018), and the Disability Services and Inclusion Act (2023), aim to protect and promote the rights of people with disability through the principles of respect, dignity and social inclusion. Significant amendments to the South Australian Disability Inclusion Act (2018), in 2024 resulted in a stronger legislative requirement based on expanded priority groups, safeguarding, lived experience, co-design and meaningful outcomes.

The Disability Inclusion Act 2018, disability is defined, “in relation to a person, as including long-term physical, psycho-social, intellectual, cognitive, neurological or sensory impairment, or a combination of any of these impairments, which in interaction with various barriers may hinder the person’s full and effective participation in society on an equal basis with others” Government of South Australia (2025), accessed 27-10-2025, Legislative and policy context - Department for Infrastructure and Transport - South Australia

TERM	MEANING
Board	The TAFE SA Board of Directors, charged with building the TAFE SA brand, growing the reputation for quality, and achieving specific targets and outcomes.
Community of Practice	A group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.
Executive/TAFE SA Executive	The Chief Executive and Executive Directors of TAFE SA
Universal Design	The design of products, services and environments to be usable by all people to the greatest extent possible, without the need for adaptation or of specialised design.
Universal Design for Learning (UDL)	Development of course content, teaching materials and delivery methods that are accessible to and usable by students across the broadest diversity ranges. This approach acknowledges that students living with disability or other needs may learn differently but are not less academically capable.
Educator	TAFE SA Lecturer

DISABILITY ACCESS AND INCLUSION PLAN DEVELOPMENT

CONSULTATION

TAFE SA undertook broad consultation to inform the DAIP 2025–2029, guided by a cross agency Working Group that included people living with disability. Public consultation ran from 2–20 October 2024 and included accessible formats and online focus groups, resulting in 388 submissions showing strong support for the plan’s direction.

Key themes emerging from the consultation focused on:

- > Timely and effective support services
- > Enhanced disability awareness and staff capability, including hidden disabilities
- > Improved digital and learning material accessibility.
- > Strengthened partnerships with schools and industry to support transition to study and employment
- > Targeted professional development for staff supporting/teaching students with disability
- > Collaborative transition planning programs
- > Increase co-design with people living with disability
- > Recognition of diverse and complex learner needs
- > Improved accessibility of facilities

DISABILITY ACCESS AND INCLUSION PLAN IMPLEMENTATION

Ongoing implementation and oversight of the TAFE SA DAIP will be managed and coordinated by the TAFE SA DAIP Working Group, which includes representation from across the agency.

The DAIP will be officially launched on approval and promoted across the agency to ensure all staff understand the importance of the plan itself and their role in helping to deliver key outcomes. This will include publication on both the TAFE SA intranet and TAFE SA website.

Regular reporting on progress against the DAIP will be provided to TAFE SA Executive and the TAFE SA Board and will be published on the TAFE SA website.

Reviews of policies, processes and templates will be undertaken as part of this plan to ensure that the needs and perspectives of people living with disability are incorporated into core business processes. The plan also acknowledges the importance of driving cultural change, raising awareness, positive promotion and role modelling to support consistency and understanding of the importance of access and inclusion across all areas of the organisation.

ACHIEVEMENTS

Highlight key achievements from your previous DAIP or related initiatives that demonstrate your commitment to disability access and inclusion.

INCLUSIVE COMMUNITIES FOR ALL

ACTION 1.1

We will listen to and learn from the lived experience of people living with disability in the TAFE SA community to improve our understanding, awareness, and service quality.

- > Staff and student resources promoting inclusive education increased. Implementation of YuJa Panorama to replace ALLY in the Learning Management System (LMS) in 2025 confirmed. YuJa Panorama offers enhanced accessibility features including:
 - LMS Website accessibility widget allowing users to adjust the user interface content and colour and includes features such as reading mask and dyslexia fonts. It also offers preset profiles for various needs including dyslexia, ADHD, visual impairment).
 - Alternative format generation available on more LEARN content artefacts which converts content into multiple accessible formats including Tagged PDF, Text File, EPUB, Audio Podcast, Braille, Immersive Reader, Gradient Reader, Languages and Enhanced HTML.
- > Embedded additional indicators and strategies for capturing feedback and experience of students with disability about their accessible and inclusive educational experience in Satellite has commenced roll-out across educational workgroups.
- > Organisational feedback and complaints system is accessible and promoted to the TAFE SA disability community.
- > Implemented the TAFE SA Inclusive Education Roadmap and framework, in consultation with students with disability
- > Continued TAFE SA Wide communications in Quality Matters Newsletters focusing on Accessibility, Inclusion and Universal Design for Learning
- > DAIP Working Group has student and staff representatives with disability
- > Student Voice representatives with disability
- > We responded to feedback about the accessibility of the Employee Assistance Program (EAP) from deaf staff who use Auslan, by engaging an Auslan trained counsellor as an alternative to sessions delivered via an Auslan interpreter.

ACTION 1.2

We will raise Disability Awareness across our organisation and ensure the induction of all new staff includes Disability Awareness training and our Disability Access and Inclusion Plan.

- Disability Awareness training has been made mandatory for all staff, with all existing staff completing the program and for new staff is part of the TAFE SA onboarding and induction program for all staff working at TAFE SA.
- The “New-to-TAFE SA Educator Program” provides training for educators regarding inclusive teaching and learning.
- TAFE SA collaborated in the development of the online Disability Awareness training program. Our educators are also provided access to training and support which focuses on disability awareness and inclusive practices within the training environment.
- Universal Design for Learning Training course established on Lumitt
- Professional development conducted including:
 - Reach everyone and teach everyone with Universal Design for Learning (UDL) – Thomas Tobin facilitated training.
 - UDL – Different functions of YuJa through UDL lens facilitated presentation.
 - Effective Strategies for Implementing Diversity and Inclusion in Pedagogy – Keynote speaker Dr Taha Chaiechi.
- Professional development resources updated including:
 - Accessibility, Usability and Inclusive Design Information Hub on Lumitt.
 - Digital Toolkit Learning Design Planner and resources.
 - Addition of requirement in SATELLITE Self Assurance review process to review and define actions to improve inclusive teaching practices and specifically those related to teaching students living with a disability.
- TAFE SA has planned Learning Design Planner Bootcamps which are intensive learning Design courses with embedded inclusive and accessibility methodologies in teaching and learning practices.
- Disability Access and Inclusion is a key driver of our Inclusion and Equity Framework, an Inclusion and Equity Community of Practice has been developed, which currently has 425 members which is approximately 17% of our workforce who are working towards greater inclusion at TAFE SA.

ACTION 1.3

We will collaborate with external stakeholders including schools, employers, and the disability sector to promote vocational training pathways and support for prospective students living with disability.

- Implementation of the VET Readiness Orientation (VETRO) with the Department of Industry Skills (DIS) and TAFE SA, has enabled the development of the targeted VETRO support needs planning process.
- Targeted support needs planning to proactively support the successful transition to training at TAFE SA for students living with disability. Supporting the transition of secondary school students living with disability to VET through improvements to pre-enrolment planning through individual support planning arrangements, and collaboration with secondary school students with disability, their family/caregivers, secondary schools, and TAFE SA student support services.
- Approximately 10% of the secondary school student cohort who identified support needs through referral processes engaged with support planning for successful transition to VET at TAFE SA.

ACTION 1.4

We will facilitate events and activities that are inclusive and accessible to staff and students living with disability.

- › Orientation events planned in consultation and delivered with representation from the Student Voice group.
- › Orientation program for commencing and continuing students provides channel of choice of engagement activities.
- › Students with lived experience of disability have been engaged in supporting commencing student transition through our Smart-Start orientation program.
- › Inclusive practices such as Auslan Interpreters, quiet space allocation, provision of access information in promotion and access-based venue decisions have been increasingly implemented.

LEADERSHIP AND COLLABORATION

ACTION 2.1

We will draw on the voices and lived experiences of people living with disability to lead the VET sector in achieving greater inclusivity.

- › The TAFE SA Student Voice Group and DAIP Working Group includes representatives with lived experience of disability.
- › Student and staff representation on the DAIP Working Group provide a voice of lived experience of disability to our organisational decision making.
- › Our TAFE SA Disability Access and Inclusion, Reflect Reconciliation Action Plan, Gender Equality Action Plan are brought together through our Equity and Inclusion Framework consisting of Employee Networks and a Community of Practices These work together to provide an important mechanism to drive action, embed change across the organisation and centre the voices of lived experience in planning and decision making. A People with Disability Employee Network has been established as part of this structure.
- › The TAFE SA Marketing team are developing case study examples of student and staff consultation and success to promote our DAIP achievements.
- › Our Student Voice group met with TAFE SA Executive and delivered a presentation regarding student experiences and recommendations.

ACTION 2.2

We will engage with peak bodies and agencies to collaborate on integrated strategies, practices and projects.

- TAFE SA Teaching and Learning collaboration with TAFE NSW on course for educators showcasing accessibility, usability and universal design for learning.
- TAFE SA Student Success and Wellbeing staff representation on disability and inclusion national and state-level projects and initiatives with Australian Tertiary Education Network on Disability (ATEND) Australian Disability Clearing House for Education and Training (ADCET), National Disability Insurance Agency (NDIA).
- TAFE SA continue to manage the Universal Design for Learning in Tertiary Education Community of Practice with over 330 members from across Australia and the world.
- TAFE SA presented at the Disability Pathways 16 National Conference 29th Nov – 1st Dec 2023 on 'A new approach to supporting secondary school students with support needs transition to VET at TAFE SA'. The Student Success and Wellbeing team were able to share their learnings and findings undertaken over a two-year period and share resources developed for support learning with the sector.

ACCESSIBLE COMMUNITIES

ACTION 3.1

We will ensure compliance with standards for accessibility in electronic, printed, and online materials.

- TAFE SA Branding Style guide resource includes an accessibility section that complies with the SA governments' accessibility guidelines.
- Aquia web governance tool implemented on TAFE SA website; rates the accessibility of pages and suggests how to improve accessibility.
- Accessible PowerPoint template released.
- Monitoring and reporting of accessibility features in Learner Management System through ALLY and YuJa Panorama reporting user feedback support.
- Level AA success criteria of W3C accessibility guidelines.
- TAFE SA website and Learning Management System comply with WCAG 2 Level AA standards.
- Quality check added for accessibility of documents in the Quality Education System Assessment Tools (QES AT) quality process via the Peer Review Reporting function.
- Implementation of YuJa Enterprise Video Platform which provides:
 - Auto captioning and downloadable transcript
 - Toggleable audio descriptions
 - Keyboard navigation
 - Mobile accessibility
- Quality checks continued for accessibility of LEARN content in the Quality Education System Learning Tools (QES LT) quality process via the Copyright, Accessibility and Licensing Check Reporting function.
- Organisational signature block for emails was made accessible.
- A suite of photographs now available to all TAFE SA staff, featuring 7 different students with visible and non-visible disabilities.
- Students with both visible and non-visible disabilities have been featured in our brand campaign, which has run across social media, TV, and printed promotional materials.
- Students with disabilities have featured in signage at certain campuses.

ACTION 3.2

We will monitor and report on usage of accessibility features within our systems and provide user feedback.

- We have incorporated accessibility requirements into the TAFE SA Digital Standards.
- We have embedded accessibility requirements into the Digital Toolkit with the:
 - provision of templates which meet accessibility requirements
 - incorporation of accessibility in checklist items at multiple checkpoints through the design and development process), the LEARN TED Shells incorporate use of, and QES Stage 2 – Accessibility Quality Checks (using Ally and Manual Checks).
- Online Hub of accessibility resources were developed aligning with Ally implementation and additional supports.
- Ally/YuJa Panorama report function used for analysis and direct targeting and instruction on improving accessibility on specific artefacts.
- Kahoot launched with accessibility guidelines.

LEARNING AND EMPLOYMENT

ACTION 4.1

We will ensure our educational delivery is informed by sector leading teaching and learning expertise.

- Use of accessibility and alternative format software such as YuJa Panorama (previously ALLY) improves accessibility of teaching and learning resources by increasing the ability of educators to develop accessible teaching materials and by providing tools empowering students with disability to access their learning resources in a range of formats including audio and alternative formats.
- Increased staff and student resources promoting inclusive education.
- Partnering with Australian Disability Clearing House for Education and Training (ADCET) to manage the international Universal Design for Learning (UDL) in Tertiary Education Community of Practice.
- We have incorporated a commitment to UDL into the TAFE SA Teaching and Learning Strategy and TAFE SA Digital Standards. We have also implicitly embedded principles the Accessibility; Usability and Inclusive Design Hub; the Digital Toolkit; Learning Design Planner and LEARN-ED Courses.
- Ongoing Teaching and Learning staff professional development that informs innovation and continuous improvement at TAFE SA including:
 - Australian Disability and Clearing House for Education and Training (ADCET)
 - Centre for Applied Special Technology (CAST)
 - VET Development Centre (VDC)
 - TAFE Directors Australia (TDA)
 - VELG Training
 - UDL in Tertiary Education Community of practice presentations by:
 - Edith Cowan University
 - Institute of Technology in Sligo Ireland
 - University of Sydney
 - University of Queensland
 - TAFE NSW
 - Queensland University of Technology

ACTION 4.2

We will promote and deliver support services and cultivate wellbeing of students living with disability.

- Business case developed for inclusive sensory spaces and chill-out zones for students and staff.
- Support services providing channel of choice for student engagement include options for online/ captioned, phone, face-to-face, interpreter supported, and National Relay Service facilitated service delivery.
- Orientation program for commencing and continuing students. Program includes channel of choice for student engagement with live workshops, study success resources, support and service awareness and engagement activities. Collaboration with both metropolitan and regional support service agencies and improved referral processes. Students with lived experience engaged in planning and delivery of orientation activities.



DISABILITY ACCESS AND INCLUSION PLAN ACTIONS TABLE

DOMAIN 1: INCLUSIVE ENVIRONMENTS AND COMMUNITIES

Outcome Statement: A South Australia where all people with disability can participate as equal citizens and feel connected to their communities.

Objective: To influence community attitudes to remove discrimination and build a South Australian.

PRIORITY AREAS FOR DOMAIN 1

1. Active participation
2. Inclusive communities and attitudes
3. Universal Design
4. Accessible facilities
5. Communications and information
6. Transportation
7. Collaboration, consultation and innovation
8. Housing

PRIORITY AREA 1: ACTIVE PARTICIPATION

Outcome: People with disability are active participants in accessible and inclusive communities.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
1	Prioritise accessibility when selecting event venues and continue working towards ensuring all facilities support inclusive participation.	1.1.1	The number of events/ activities that are held in accessible venues	2026 – ongoing	People & Culture
		1.1.2	The number of events/ activities that offer options for virtual participation	2026 – ongoing	Student Experience
		1.1.2	The number of events offered at regional campuses, with options for virtual attendance.	2026 – ongoing	Facilities
2	We will train our staff on how to plan for and host inclusive events, ensuring that those with disability are included in the planning process.	1.1.2	Number and percentage of staff in relevant roles who complete inclusive event planning. Increase in accessibility of events based on feedback from people with disability.	2026 – ongoing	People & Culture
3	Auslan interpreters will be available at events, particularly where it enhances access and inclusion for the Deaf or hard of Hearing community.	1.1.2	Number of events with Auslan interpreters.	Ongoing	Student Experience
			Implementation of a TAFE SA process to identify when Auslan interpreters are required and when available on request.	2026 – 2027	People & Culture
			Targeted feedback surveys to incorporate feedback from the Deaf or Hard of Hearing attendees on communication access.	2026 – 2027	Marketing

PRIORITY AREA 2: INCLUSIVE COMMUNITIES AND ATTITUDES

Outcome: People with disability are respected and included in their communities, where inclusive attitudes and behaviours are widely demonstrated.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
4	Increase awareness of different types of disability, including hidden disabilities among the TAFE SA community.	1.2.1	The number of professional development activities in the areas of Accessibility, Inclusion & Universal Design for Learning.	2025	People & Culture
			The number of meetings between student experience and faculty to enhance knowledge of learner support needs.	2025	Student Experience
			Quarterly reports on student usage of alternative formats in YuJa Panorama.	2025	Teaching & Learning
5	Equip the TAFE SA community to provide culturally appropriate, respectful and effective support and engagement with people with disability, including working towards Closing the Gap targets and other priority groups.	1.2.2	The number of Tailored trainings, resources and tools developed, and techniques implemented.	2027	People & Culture
		1.2.3			Student Experience



PRIORITY AREA 3: UNIVERSAL DESIGN

Outcome: Everyone in South Australia can access and enjoy inclusive and accessible natural and built environments.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
6	Increase awareness of different types of disability, including hidden disabilities among the TAFE SA community.	1.3.1	Annual/2 yearly audits to ensure facilities are accessible and fit for purpose. The number of spaces refurbished to meet accessibility needs of staff and students.	Ongoing	Facilities
7	Our physical and virtual classrooms and spaces will be accessible, adaptable and have modifiable furniture and accessible software to meet a range of staff and student needs.	1.3.1	The number of accessibility checks and guidelines developed for all our learning environments including implementation of physical and technological adjustments as required.	2027	Education & Training ICT Facilities
8	Audit/review accessible car parks and identify best solutions for access to and from our campuses.	1.3.1	The number of disability car parks on our campuses meet current standards and needs of our community.	2026 – 2027	Facilities
9	Provide community/ break areas/space that are accessible to all and include accessible seating options.	1.3.1	The number of seating and table options including the provision of space for mobility aids. The number of lunch preparation areas which are accessible.	Ongoing	Facilities
10	Engage people with lived experience in audits of our physical and digital environment and updates of campus accessibility maps.	1.3.2	The number of campus audit reports and remediation plans completed within a 12-month period in consultation with people with lived experience. All accessible campus maps are reviewed and updated as required.	Ongoing	Facilities
11	The implementation of wayfinding measures on campuses.	1.3.2	The number of wayfinding measures, signage and symbols used across campuses.	2026 – ongoing	Facilities

PRIORITY AREA 4: ACCESSIBLE FACILITIES

Outcome: People with disability can access public toilet facilities that meet their needs when out in the community.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
12	Improve the accessibility of our facilities.	1.4.1	Increase the number of accessible toilets/entrance doors on our campuses ensuring they meet current standards and needs of our community.	2029 – ongoing	Facilities

PRIORITY AREA 5: COMMUNICATIONS AND INFORMATION

Outcome: People with disability can find the information they need in the format(s) they need it in.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
13	Provisions for access to accessible information across TAFE SA.	1.5.1 1.5.2	2025 implementation of YuJa Panorama in the Learning Management System.	Implementation – 2025	ICT Teaching & Learning
			All courses in the Learning Management System (LMS) will be included in Yuja Panorama reporting and provide alternative format options.	Improve Accessibility ratings – 2026	ICT Teaching & Learning
			Accessibility features – to be integrated into the TAFE SA websites and intranet pages.	2027 – 2028	ICT Teaching & Learning
			Investigate virtual classroom software that better supports live captioning and supports for Auslan interpreters.	Ongoing	ICT Teaching & Learning
			The number of policies, procedures and checklists that require documents to incorporate Microsoft Accessibility Tools.		
			The number of Microsoft Accessibility Tool user guides.	2025 – ongoing	ICT Teaching & Learning
14	Increase awareness of our services and how they can be accessed through communications to staff, prospective and current student through a variety of formats.	1.5.1	Number of campaigns, student orientations emails and information accessible on the student website.	2026 – ongoing	Student Experience
			The number of communications to staff.	2026 – ongoing	People & Culture Education & Partnerships

PRIORITY AREA 6: TRANSPORTATION

Outcome: People with disability can get to where they need to go safely.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
15	Review our facilities to identify/improve access points meet accessibility standards.	1.6.1	Implement accessibility audits across campuses. In reference to the drop off and pick up, near campus entrances to facilitate accessible to public transport.	2026 – 2029	Facilities
16	Awareness raising of the Personal Emergency Evacuation Plan (PEEP) supporting planning process.	1.6.1	WHS promotional campaigns and number of PEEPS developed.	Ongoing	Student Experience People & Culture Education & Training
17	Implementation of support and reasonable adjustments for students/staff attending off campus activities such as site visits and workplace assessments.	1.6.1	The number of processes developed to assist students/staff with negotiated adjustments and alternatives for off campus activities.	2026 – ongoing	Student Experience People & Culture
18	Ensure prospective and current students know how to access their campuses safely.	1.6.1	The number of student orientation emails that welcome to their campus include virtual tours, facilities and parking and transportation (where available).	2025 – ongoing	Student Experience Marketing

PRIORITY AREA 7: COLLABORATION, CONSULTATION AND INNOVATION

Outcome: People with disability are actively involved in government decisions that affect their lives.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
19	Consultation with staff and students with lived experience in the review of policies, procedures and active participation TAFE SA environments.	1.7.1 and Autism Action Plan Focus Area: 5	Number of consultations, surveys and feedback mechanism for staff and students.	2026 – 2029	Student Experience
			When appropriate, "Identity Questions" are incorporated into surveys and feedback mechanisms, to enable analysis of results that centres the experience of people with lived experience.	2026 – 2029	People & Culture
			The number of student surveys to inform and support accessibility on and off campuses.	2026 – 2029	Facilities
20	Consultation with TAFE SA People with Disability Employee Network on actions taken in this action plan.	1.7.2	People with Disability Employee Network are engaged with DAIP and feedback actioned.	Once per year	People & Culture

PRIORITY AREA 8: HOUSING

Outcome: People with disability have access to appropriate housing.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
21	Provide access to support services with referrals to appropriate accommodation.	1.8	Continued support and referrals through student support services.	2025 – ongoing	Student Experience
22	Increase knowledge across TAFE SA of how current support services can assist in referrals to external accommodation services.	1.8	Professional Development (PD) opportunities for Student Success & Wellbeing staff to increase knowledge across referrals and accommodation service.	2026 – ongoing	Student Experience

DOMAIN 2: EDUCATION AND EMPLOYMENT

Outcome Statement: A South Australia where all people with disability benefit from inclusive educational experiences, equitable employment opportunities and financial security.

Objective: To ensure equal opportunity to learning and earning is achieved by addressing the barriers and obstacles people with disability of all ages continue to face at all levels of the education and employment experience.

PRIORITY AREAS FOR DOMAIN 2

1. Targeted knowledge, understanding and support
2. Supports and resources for children and young people
3. Targeted transitional supports
4. Access to employment opportunities
5. Inclusive working environments
6. Data and reporting

PRIORITY AREA 1: TARGETED KNOWLEDGE, UNDERSTANDING AND SUPPORT

Outcome: People with disability are supported by a South Australian education workforce that has the knowledge and skills to meet their needs and help them succeed.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
1	Develop staff awareness in relation to supporting students with disability.	2.1.1	The number and proportion of educators that have completed training for supporting students with disability, including Disability Standards for Education training.	2026 – ongoing	People & Culture Teaching & Learning

PRIORITY AREA 2: SUPPORTS AND RESOURCES FOR CHILDREN AND YOUNG PEOPLE

Outcome: Children with disability feel valued, welcomed and have access to inclusive education, starting in the early years.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
2	Create an awareness about TAFE SA courses, support services and learning expectations at schools through hosting school visits, campus tours, transition days and tailored orientation sessions.	TAFE SA approach to Outcome 2	Host school visits and campus tours.	2025 – ongoing	Student Experience
			Provide opportunities for school-leavers and partners to connect with the support services prior to completing school.	2025 – ongoing	Education Partnerships
3	Implementation of Principles and Practice Guidelines regarding Accessibility and Universal Design for learning (UDL) across TAFE SA.	TAFE SA approach to Outcome 2	Ongoing engagement with UDL Communities of Practice. Implementation of the TAFE SA Inclusive Education Roadmap.	Ongoing	Teaching & Learning
			Consultation with industry experts including Australian Disability Clearinghouse on Education and Training (ACDET) to ensure alignment to best practice. Expanded use of TAFE SA course shells in the LMS and model activities.	Ongoing	ICT
4	Ensure access to support services (counselling, study skills and learning support) in regional and non-metro areas.	TAFE SA approach to Outcome 2	The number of alternative delivery methods, online, phone to support regional and non-metro areas.	2025	Student Experience
			The number of professional staff recruited to maintain and increase services delivery across TAFE SA.	2025	People & Culture
5	Deliver quality education in the field of Early Childhood Education and Educational Support.	TAFE SA approach to Outcome 2	The number of Early Childhood Education and Care (ECEC) educators who have completed the courses related to working with children with disability or neurodiverse.	2025 – 2028	Centre of Excellence in Early Childhood Education and Care (ECEC)

PRIORITY AREA 3: TARGETED TRANSITIONAL SUPPORTS

Outcome: People with disability have supportive environments to learn, grow and transition throughout their life.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
6	Strengthen partnerships with schools and VET coordinators to facilitate information sharing process and ensure a smooth transition process from school to TAFE SA.	2.3.1	The number of tailored information and sessions for VET coordinators to facilitate information sharing and support transition planning.	2026 – 2027	Student Experience
7	Create a dedicated transition process to aid students with disability moving from school to TAFE SA.	2.3.2	The number of tailored orientations for school leavers with disability.	2026 – ongoing	Student Experience
		2.3.3	Open day for transition of school students with disability.	Ongoing	Education Operations
8	Continue to assist students and alumni to develop a range of skills to assist with transitioning from education to employment through counselling and skills workshops.	2.3.4	The number of opportunities for alumni and industry connections through the development of graduate opportunities and student-led councils.	2028 – 2029	Student Experience
9	Develop partnerships with employers, industry, employment agencies and disability organisations to facilitate employment opportunities, work placements, internship and volunteer opportunities for students.	2.3.5	The number of Career expos and employment workshops for our students.	2025 – ongoing	Student Experience
			The number of industry invitations to Campus Alive events. The number of industries invited into educational activities to support student and industry engagement.	2025 – ongoing	Education Operations

PRIORITY AREA 4: ACCESS TO EMPLOYMENT OPPORTUNITIES

Outcome: People with disability have opportunities to achieve, develop and succeed in their chosen fields.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
10	Develop programs that support employment opportunities at TAFE SA for people with disability.	2.4.1	Employment outcomes for people with disability through targeted approaches, including Aboriginal people living with disability, women, culturally diverse communities, and people who identify as LGBTIQ+ living with disability. The number of PD opportunities for existing staff living with disability provided by TAFE SA.	2027 – ongoing	People & Culture

PRIORITY AREA 4: ACCESS TO EMPLOYMENT OPPORTUNITIES (CONTINUED)

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
11	Identified positions for people with disability that provide entry pathways, with additional supports for onboarding.	2.4.3	Develop a startup program dedicated to assist staff living with disability with adjustments and mentoring.	Ongoing	People & Culture

PRIORITY AREA 5: INCLUSIVE WORKING ENVIRONMENTS

Outcome: People with disability have access to supportive places to earn.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
12	Embed Inclusive Practices into our people management processes so that people do not have to ask for reasonable adjustment unless tailored support is required.	2.5.1	<p>Inclusive practices are referenced as standard in relevant processes eg Recruitment, Onboarding, Performance Management Conversations.</p> <p>Inclusive practices are incorporated into leadership development programs.</p> <p>Disaggregated Employee sentiment results are analysed to indicate if people with disability are experiencing inclusive practices within their team and leadership.</p>	2027	People & Culture
13	Assess and enhance the accessibility of flexible and remote work options for employees with disability by identifying and removing barriers. This will include reviewing and updating relevant policies, procedures, and practices to ensure equitable support for flexible arrangements and effective engagement of remote staff.	2.5.1	<p>The importance and value of providing flexible and remote working opportunities for people with disability, is promoted, particularly with people leads.</p> <p>Employee sentiment results related to flexible work arrangements and manager support.</p>	2026	People & Culture

PRIORITY AREA 5: INCLUSIVE WORKING ENVIRONMENTS

Outcome: People with disability have access to supportive places to earn.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
14	Develop a range of support that does not require reasonable adjustments and ensure that our reasonable adjustment procedure for individual support is clearly communicated through onboarding.	2.5.1	The provision for clear and accessible information on the TAFE SA Intranet pertaining to accommodations. The number of processes supporting reasonable adjustments for staff living with disability. The number of supportive interactions with supervisors and operations teams to understand their obligations and implement reasonable adjustments in a respectful and effective way.	2026 – 2027	People & Culture
15	Ensure staff recruitment and onboarding processes are aligned with the SA Public Sector Disability Employment Strategy, Plan and Toolkit Diversity Equity and Inclusion Office of the Commissioner for Public Sector Employment	2.5.1	Advertised positions will be inclusive in language and nature Review staff recruitment and onboarding processes to ensure they align with the SA Public Sector Disability Employment Strategy, Plan and Toolkit	2026	People & Culture

PRIORITY AREA 6: DATA AND REPORTING

Outcome: People with disability benefit from state authorities working to improve disability data at both state and national levels.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
16	Utilise current state and national policies/procedures and data to inform our work with people with disability.	2.6.1	All TAFE SA policies and practice are evidence-informed, using robust data collection methods. Relevant data will be regularly provided to faculty and TAFE SA executive.	2029 2029	People & Culture Student Experience
17	Work towards improving the TAFE SA data collection methods for all students.	2.6.2	Student intake forms are inclusive, and enable student to self-identify.	2026 – 2027	Student Experience ICT

DOMAIN 3: PERSONAL AND COMMUNITY SUPPORT

Outcome Statement: A South Australia where people with disability can access quality, tailored personal and community supports addressing their individual needs.

Objective: To build a service system in South Australia that takes a person-centred approach that recognises the contributions and potential of all people with disability.

PRIORITY AREAS FOR DOMAIN 3

1. Accessibility
2. Advocacy and supports
3. Information sharing
4. Family and carer support
5. Programs

PRIORITY AREA 1: ACCESSIBILITY

Outcome: People with disability can easily access community supports and services.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
1	Partner with community and disability organisations and relevant State government agencies to direct, make referrals and share information on resources and services available to benefit those with disability.	3.1.1	Increase partnerships with disability organisations and continue to refer and share information as required to support student community engagement, including Aboriginal people with disability living, people living with high levels of vulnerability and women in regional communities.	2029	Student Experience

PRIORITY AREA 2: INCLUSIVE WORKING ENVIRONMENTS

Outcome: People with disability have access to supportive places to earn.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
2	Empower individuals with disability to make informed choices and access advocacy services.	3.2.1	The amount of information regarding disability rights and advocacy services on the TAFE SA website and in student and staff resources.	2026	Student Experience People & Culture
			The number of partnerships and/or referrals with advocacy organisations and provide resources, and referrals that support students and staff with disability.	2026	Marketing
3	Develop advocacy support in the People with Disability Employee Network and consult on interest in a student network as an alternative advocacy avenue.	3.2.1 3.2.2	Consult with the Employee and student Networks to develop and implement an appropriate advocacy support approach within the network.	2026	People & Culture

PRIORITY AREA 3: INFORMATION SHARING

Outcome: People with disability receive more coordinated and effective support when services work together and share information.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
4	Partner with community organisations to increase awareness of disability, support services and available resources in education.	3.3.1	Increase place-based initiatives and co-location opportunities for external services across TAFE SA.	2027 – ongoing	Student Experience
5	Strengthen communication practices and streamline processes to ensure Access Plan information is shared with relevant staff in a timely, accurate, and accessible manner.	3.3.1	Access Plans are shared with all relevant Program Managers within 24 hours and Educators within 72 hours of being finalised or updated.	Ongoing	Student Experience Education & Training

PRIORITY AREA 4: FAMILY AND CARER SUPPORT

Outcome: Carers and families, including siblings of people with disability are provided with dedicated supports and services.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
6	When requested by a student, include their family members and/or carers in support meetings.	TAFE SA approach to 3.4.1	All interactions will incorporate consent and when requested by a student collaboration with family members/carers in supporting students with disability to disseminate their learning and support needs.	2025	Student Experience Education Operations
7	Acknowledge the importance of flexible work arrangements for carers and will strengthen availability and consistency of flexible working provisions available to staff with carer responsibilities.	TAFE SA approach to 3.4.2	The number of provisions for providing flexible work arrangements to people with caring responsibilities is clearly articulated and documented and incorporated into inclusive practices program of work.	2026	People & Culture

PRIORITY AREA 5: PROGRAMS

Outcome: Government-funded programs and services include disability-specific provisions to enable full and equal participation.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
8	Review government-funded programs and services offered at TAFE SA and embed disability-specific provisions that support inclusive participation.	3.5.1	Support provided for reasonable adjustments and inclusive participation through participation assistants and support worker collaboration.	2025	Student Experience People & Culture Education Operations
9	Collaborate with funding bodies to co-design inclusive program criteria that reflect the needs of people with disability.	3.5.1	Work with the Department for Education in building knowledge to establish transition programs. Establish a Working Party with the Department for Education.	2026 – 2029	Student Experience

DOMAIN 4: HEALTH AND WELLBEING

Outcome Statement: A South Australia where all people with disability can attain the highest possible health and wellbeing outcomes throughout their lives.

Objective: To have a well-connected health and mental health sector that is easy to access, navigate and interact with for all people with disability.

PRIORITY AREAS FOR DOMAIN 4

1. Inclusive infrastructure
2. Targeted knowledge, understanding and support
3. Supports and interventions

PRIORITY AREA 1: INCLUSIVE INFRASTRUCTURE

Outcome: People with disability have full access to, and inclusion within health infrastructure.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
1	Consider accessibility for staff and students with disabilities for all health and wellbeing programs.	TAFE SA approach to 4.1.1	The number of facility upgrades identified in audit reports as required.	Ongoing	People & Culture Facilities
2	Provide health infrastructure to staff.	TAFE SA approach to 4.1.1	The number of health programs and health information available to staff, including specific programs for Aboriginal peoples living with disability, women, culturally diverse communities and people living with disability who identify as LGBTIQ+.	Ongoing	People & Culture
3	Provide clear health infrastructure feedback processes for staff and students.	TAFE SA approach to 4.1.1	Develop clear processes to improve feedback mechanisms.	2028	People & Culture Student Experience

PRIORITY AREA 2: TARGETED KNOWLEDGE, UNDERSTANDING AND SUPPORT

Outcome: People with disability can access healthcare that is inclusive and responsive to the intersectionality and diversity of disability, recognising the important role of carers.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
4	Provide accommodations for staff and students living with a disability and/or may have carers responsibilities who require increased access to healthcare.	TAFE SA approach to 4.2.1	The number of accommodations made for staff and students.	2026 – ongoing	People & Culture Student Experience Education & Training
5	Partner with and refer to culturally responsive community and healthcare groups with a disability focus.	TAFE SA approach to 4.2.2	The number of student and staff communication tools utilised to support access to healthcare.	2029	Marketing Student Experience

PRIORITY AREA 3: SUPPORTS AND INTERVENTIONS

Outcome: People with disability receive coordinated health supports that meet their needs, with stronger connections between mental health and disability services.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
6	Establish clear processes for networking and referring to specialised support services to meet the needs of those with disability.	TAFE SA approach to 4.3.1 and 4.3.2	Develop referral processes for specialist support services.	2025	Student Experience People & Culture



DOMAIN 5: SAFETY, RIGHTS AND JUSTICE

Outcome Statement: A South Australia where all people with disability feel safe, have their rights upheld and have full and equal protection before the law.

Objective: To improve the safety and overall experience of people with disability coming into contact with our emergency services, criminal justice and civil law systems.

PRIORITY AREAS FOR DOMAIN 5

1. Targeted knowledge, understanding and support
2. Responding to emergencies
3. Support and navigating the justice system
4. Consultation and collaboration
5. Safeguarding

PRIORITY AREA 1: TARGETED KNOWLEDGE, UNDERSTANDING AND SUPPORT

Outcome: People with disability are understood, supported, and have their rights upheld, including within the justice system.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
1	Review and amend our institutional policies and procedures to ensure that they promote inclusivity.	5.1.3	Update policies and practices as they are reviewed to reflect currency in language and consistency with legislation.	Ongoing	People & Culture TAFE SA
2	Create staff and student awareness regarding disability rights, resources and supports available to them.	5.1.3	The number of culturally diverse resources and supports available in alternative formats and languages supporting Accessibility and Inclusion for staff and students from Culturally and Linguistically Diverse Communities, people with significant Intellectual Disability, people who are Auslan users, and people who identify as LGBITQA+. The number of accessibility features that can be integrated into the TAFE SA websites and intranet pages.	2025 – Ongoing	Student Experience People & Culture ICT

PRIORITY AREA 2: RESPONDING TO EMERGENCIES

Outcome: People with disability are kept safe during emergencies, with their needs planned for and prioritised.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
3	Implement safeguarding emergency plans across TAFE SA.	5.2.1	The number of parties informed of and implement Personal Emergency Evacuation Plans (PEEPs) as required.	Ongoing	WHS TAFE SA staff

PRIORITY AREA 3: SUPPORT AND NAVIGATING THE JUSTICE SYSTEM

Outcome: People with disability receive the right supports for them when navigating the justice system.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
4	Provision for access to our existing support services to support referrals to appropriate external services.	TAFE SA approach to 5.3.1 and Focus Area 7: Autism Action Plan	Training in disability inclusive justice navigation practices.	December 2026	Student Experience

PRIORITY AREA 4: CONSULTATION AND COLLABORATION

Outcome: People with disability are involved in the design and delivery of policies, programs and laws.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
5	Create avenues for those with disability to provide us with regular feedback about our support services.	TAFE SA approach to Outcome 4	Training in disability inclusive Implement processes enabling student feedback in a timely manner.	Ongoing	Student Experience
			Regular meetings of the People with disability staff network, including opportunities for anonymous feedback.	Ongoing	People & Culture

PRIORITY AREA 5: SAFEGUARDING

Outcome: People with disability can access effective, inclusive and responsive safeguarding supports and services.

NO.	ACTION	STATE PLAN MEASURE	MEASURE	TIMEFRAME	RESPONSIBILITY AND DATA SOURCE
6	People with disability can access effective, inclusive and responsive safeguarding supports and services	TAFE SA approach to Outcome 5	The number of staff trained in safeguarding and disability inclusion.	Ongoing	Student Experience
Increase number of safeguarding pathways within TAFE SA, e.g. online, in-person, interpreter-supported.			Ongoing	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](https://www.accesshub.gov.au)