

# Disability Access and Inclusion Plan 2015-2020



## Statement from Chief Executive

TAFE SA has a long history of providing support and encouragement for staff and students who have a disability and is committed to creating an environment for both work and study which is welcoming, inclusive and considerate.

To this effect, the TAFE SA Disability Access and Inclusion Plan (DAIP) 2015–2020 builds on the substantial work undertaken through the previous Disability Action Plan 2010-2014.

The TAFE SA DAIP recognises that genuine inclusion involves much more than physical accessibility and individual adjustments. It encourages a focus on embracing the concept of Universal Access and Design to enable members of our community to take part in all our activities at every location on the same basis. It is also about maintaining an appropriate culture and reinforcing that culture at every opportunity. Respect and tolerance will help enable people with disability to meet their full potential.

The new DAIP has been developed in consultation with staff, students, members of the community and disability organisations and confirms TAFE SA's commitment to access and inclusion with responsibility for their achievement sitting with all business units and each individual staff member.

TAFE SA is in an ideal position to make a significant contribution to the future of people with a disability through providing accessible and inclusive education which recognises ability rather than focusing on disability, enabling participation in the workforce and the wider community.

My thanks go to the team who have worked to bring this plan together and I look forward to working with all staff to bring this plan to fruition.

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## Contact Details

Meredith Norton  
Manager Student Services  
TAFESA  
Ph: 84635082  
E: [meredith.norton@tafesa.edu.au](mailto:meredith.norton@tafesa.edu.au)

Jennifer Cousins  
National Disability Coordination Officer  
TAFESA  
Ph: 8207 8652  
E: [jennifer.cousins@tafesa.edu.au](mailto:jennifer.cousins@tafesa.edu.au)

## Context

The Disability Access and Inclusion Plan (DAIP) strategy demonstrates the South Australian (SA) Government's commitment to improving the participation of people with disability across a range of areas so that they can enjoy the rights and opportunities provided to all citizens to reach their full potential.

DAIPs provide a systematic approach for organisations to identify and address barriers to access and inclusion and develop strategies that meet the participation and service needs of people with disability. The plans are active documents that recognise community and cultural diversity and acknowledge the valuable contribution of everyone to the social and economic fabric of our society.

### ***United Nations Convention on the Rights of Persons with Disabilities***

The development of DAIPs aligns with the *United Nations Convention on the Rights of Persons with Disabilities* (UNCRPD) ratified by Australia in 2008, and the Optional Protocol signed by Australia in 2009. The convention acknowledges the value of existing and potential contributions made by people with disabilities to the overall wellbeing of their communities. It is underpinned by eight guiding principles based on respect, equality and non-discrimination.

### ***National Disability Strategy 2010-2020***

Inherent in Australia's commitment to the UNCRPD, is an obligation to continually improve the lived experience of people with disability. For government, that not only means improving outcomes through the specialist disability service system but also ensuring that mainstream services, programs and infrastructure are responsive to their needs.

On 13 February 2011, the Council of Australian Governments (COAG) endorsed the *National Disability Strategy 2010–2020* (NDS). The NDS provides a shared agenda to help achieve the vision of an inclusive Australian society that enables people with disability to achieve their full potential as equal citizens.

The NDS outlines a 10 year national policy framework for all governments to address the barriers faced by Australians with disability and will ensure that services and programs including healthcare, housing, transport and education, address their needs.

The NDS will help ensure that the principles underpinning the UNCRPD are incorporated into policies and programs to improve access and outcomes for people with disability, their families and carers.

The NDS was developed in partnership with the Commonwealth, State and Territory Governments under the auspice of COAG. The Australian Local Government Association also assisted in the development of the NDS.

## ***Strong Voices: A Blueprint to Enhance Life and Claim the Rights of People with Disability in South Australia (2012-2020)***

In March 2012, the SA Government endorsed the introduction of DAIPs across government in accordance with recommendation six of the report *Strong Voices: A Blueprint to Enhance Life and Claim the Rights of People with Disability in South Australia (2012-2020)*.

The introduction of DAIPs replaces the previous access strategy, *Promoting Independence: Disability Action Plans for South Australia*. Although the DAIP strategy has a specific focus on upholding the rights of people with disability, it fits into the broader social inclusion framework of the SA Government.

### ***Disability Services Act 1993 and Disability Services (Rights, Protection and Inclusion) Amendment Act 2013***

The *Strong Voices* report recommended that new rights-based legislation, aligned with the UNCRPD, be enacted to replace the *Disability Services Act 1993*. In view of the continuing relevance of this Act and the significant reforms implemented subsequently by both Commonwealth and State Governments (including the establishment of the National Disability Insurance Scheme), it was decided that alternative approaches should be considered.

Consultation and engagement with the community sector and people with disability culminated in the identification of priorities for action and ways to address these through complementary legislation or policy and program implementation.

The Department for Communities and Social Inclusion, through Disability SA, supported these consultations and the drafting of the *Disability Services (Rights, Protection and Inclusion) Amendment Act 2013* which was proclaimed on 5 December 2013.

The amendments strengthen protections available to South Australians living with disability by referencing the UNCRPD and including provisions such as enshrining the right to exercise choice and control in decision-making, ensuring accessible complaints and grievance processes and protection for those who raise a complaint. State and national discrimination legislation is also referenced and safeguarding policies mandated for all disability service providers.

## Disability Access and Inclusion Plan Framework

DAIP key outcome areas align with those of the NDS, which were developed following extensive consultation with people with disability, their families and carers. Although aligned with the national strategy, policy directions specifically relate to the South Australian context.

This approach provides for development and implementation of a common framework that reflects the direction of current disability reforms in moving from a focus on service provision to a rights-based approach supporting individual choice, control and independence. Within this framework individual agencies can determine actions and strategies based on their own priorities and timelines.

## Definitions

Under federal legislation (the *Disability Discrimination Act 1992*) and SA legislation (*Equal Opportunity Act 1984*) it is against the law to discriminate against someone based on their disability. Disability discrimination happens when people with a disability are treated less fairly than people without a disability and the discriminator fails to make reasonable adjustments to rectify the situation. It also occurs when people are treated less fairly because they are relatives, friends, carers, co-workers or associates of a person with a disability.

### ***Disability Discrimination Act 1992***

The *Disability Discrimination Act 1992* defines "disability" as meaning:

- (a) total or partial loss of the person's bodily or mental functions; or
  - (b) total or partial loss of a part of the body; or
  - (c) the presence in the body of organisms causing disease or illness; or
  - (d) the presence in the body of organisms capable of causing disease or illness; or
  - (e) the malfunction, malformation or disfigurement of a part of the person's body; or
  - (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
  - (g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;
- and includes a disability that:
- (h) presently exists; or
  - (i) previously existed but no longer exists; or
  - (j) may exist in the future (including because of a genetic predisposition to that disability); or
  - (k) is imputed to a person.

This definition of disability includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological learning disabilities
- physical disfigurement
- the presence in the body of disease causing organisms

### ***United Nations Convention on the Rights of Persons with Disabilities*** **Definition**

The UNCRPD defines persons with disabilities as including those who have long-term physical, mental, intellectual or sensory impairments which interact with various barriers to hinder their full and effective participation in society on an equal basis with others.

This broader understanding recognises that disability may also be a product of the environment in which a person lives. Social, attitudinal, economic and cultural barriers can limit participation as can a person's individual circumstances (ie the nature and degree of impairment, capacities and skills).

The UNCRPD defines 'discrimination' on the basis of disability to mean "... any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

## **South Australians living with disability**

The Australia Bureau of Statistics (ABS) *Survey of Disability, Ageing and Carers 2012* (SDAC) defines a person with disability as someone who has a functional limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities.

In SA, over one in five people (357,100 or 21.5%) reported having a disability in 2012. Of these, nearly 90% had a specific limitation or restriction that meant they were limited in the core activities of self-care, mobility or communication, or restricted in schooling or employment.

Around 32.0% of people with disability had a profound or severe limitation in one or more of the core activity areas with a further 49.5% having a moderate or mild limitation in core activity areas.

In 2012, there were 22,700 children aged less than 15 years with a disability (7.7% of all children aged less than 15 years). Of these, 54.6% had a profound or severe limitation in core activity areas and 10.6% had a moderate or mild limitation in core activity areas.

ABS findings indicate that there were 219,000 people providing informal assistance to people with disability (13.4% of population). Of these, 56,000 people identified themselves as being primary carers (3.4% of the population).

The ABS also measures the participation of people with disability in a range of activities away from home. In the previous three months, most people with disability had visited relatives or friends (88.6%).

Participation in other specific activities away from home over the previous 12 months was also measured. These include visiting a library, participating in physical activities for exercise or recreation, or attending a sporting event or movie. Nearly one in five (18.0%) South Australians with a disability aged less than 65 years did not participate in any of these activities away from home.

## About TAFESA

### TAFESA's Commitment

TAFESA is committed to ensuring people with a disability have equitable and accessible provision of educational and employment opportunities.

TAFESA embraces the diverse nature of the community it works within, and is committed to providing life-long learning opportunities and improving employment outcomes for all community members in a fair and equitable manner and in accordance with legislative provisions.

TAFESA promotes and facilitates equal educational and employment opportunities for people who have disabilities and will endeavor to remove any barriers, which may prevent people who have disabilities from benefiting from this equal opportunity.

TAFESA demonstrates a written commitment to equal opportunity in education and employment through its Access & Equity policy.

## Student Profile

TAFESA statistics for the period 2010-14 are documented in the table below.

Student Types	2010	% of total	2011*	% of total	2012	% of total	2013	% of total	2014	% of total
Domestic Students	74,915	97.0%	74,295	97.2%	77,659	97.9%	85,590	98.7%	68,559	98.7%
International Students	2,331	3.0%	2,218	2.9%	1,785	2.3%	1,220	1.4%	1,080	1.6%
Onshore	2,259	2.9%	1,936	2.5%	1,318	1.7%	1,190	1.4%	1,065	1.5%
Offshore	72	0.1%	282	0.4%	467	0.6%	30	0.0%	15	0.0%
Students with Disability	306	0.4%	8,434	11.0%	3,152	4.0%	3,679	4.2%	2,893	4.2%
Total Students	77,210		76,435		79,314		86,719		69,497	

\* Changes from SMS to SIS impacted data integrity during this time. Highly probable that data are inaccurate based on historical figures.

The average age of the student, over this five (5) year period, has marginally increased from 31.8 to 32.4 years. What remains constant is the overall percentage of declared students with a disability, which for the past two years has been around 4.2% of total enrolments.

Breakdown by disability types across TAFESA can be seen below for the 2014 calendar year.

Disability Type	North	South	Regional	Total	Distinct Total
Acquired Brain Impairment	25	26	30	81	73
Hearing / Deaf	66	105	79	250	238
Intellectual	43	43	63	149	144
Learning	181	180	141	502	486
Medical Condition	196	207	151	554	525
Mental Illness	231	247	258	736	711
Not Specified	1		4	5	5
Other	113	110	162	385	373
Physical	231	179	241	651	630
Vision	65	75	129	269	258
<b>Distinct Total</b>	<b>990</b>	<b>977</b>	<b>1,055</b>	<b>3,022</b>	<b>2,893</b>

(NOTE: The Total rows/columns are just simple row/column totals.

- The Distinct Total row contains student counts (of students with a disability) by Institute independent of Disability Type, and is less than the Total row as some students have more than one Disability Type.
- The Distinct Total column contains student counts (of students with a disability) by Disability Type independent of Institute, and is less than the Total column as some students were enrolled at more than one Institute.
- The Distinct Total value is the student count (of students with a disability) independent of Disability Type and Institute.)

Currently there are 44.45 TAFESA staff who have a declared disability.

## Our vision: “Everything we do is for everyone”

Our vision for the future is of an inclusive South Australian community that genuinely welcomes respects and values the contributions of all citizens, regardless of their abilities, age or background.

The *Disability Services (Rights, Protection and Inclusion) Amendment Act 2013* legislates for, both the intent of the UNCRPD and the NDS, in ensuring that people with disability live in inclusive and accessible communities. A key step in achieving this is to incorporate the concept of universal design into design and planning processes.

Universal design allows everyone to the greatest extent possible, to use programs, services and facilities. This includes access to the physical environment including public buildings, parks and streetscapes. But it also relates to the provision of transport, information and communication systems, and products and services.

It is often cheaper and more effective to incorporate universal design features in the planning stages rather than trying to adapt existing structures and programs later.

## Relationship to other policies, strategies, frameworks

The Australian Quality Framework – Standards for Registered Training Organisations (2015), has strengthened the need to have graduates of courses, job-ready. The standards focus on ensuring industry influences how VET is delivered in Australia.

The Standards are spread across eight (8) areas, many with numerous clauses and are far more detailed than the 2007 version. Standards 1, 4, 5 & 6, now cover issues around Access and Equity; type of support services (1.3) & (1.7), accurately represents the services (4.1), advice to students prior to enrolment (5.1), informed choices (5.2), complaints policy (6.1) and complaints appeals (6.2).

Given the timing and roll out of a number of new government policies and initiatives, the impact to TAFESA cannot be fully realized at this time. As the information comes to

hand, particularly towards the middle of 2015, the review of existing policies and procedures will then reflect any necessary changes, in particular with respect to reporting requirements outlined in PCO13, 6.2.

## Previous achievements

The core aim of the Disability Action Plan 2015 – 2019 is to increase participation and successful outcomes in vocational education and training for people with a disability.

The plan has been prepared after extensive consultations with current staff and students, and other relevant key stakeholders. Further, the plan responds to the requirements of the Disability Discrimination Act (1992), the Disability Standards for Education (2005) and the Australian Quality Training Framework.

TAFESA recognises that improving access and outcomes for people with a disability addresses significant social justice issue. Inclusive practices require more than good physical access, appropriate policy and procedural development and funding. Inclusivity is fundamentally about tolerance, expectation and the development of attitudes which encourage and foster participation by all Australians. As a government institution, TAFESA supports this endeavor.

Moderate success has been achieved in the 2010 -14 Disability Action Plan, despite a significant staffing and organisational restructure. These have included significant work on updating a range of staff and student documents both in hard and soft copy, increasing profile and awareness of disability across TAFESA and improving professional practice of the staff in this area.

## Disability access and inclusion plan outcomes

Ensuring that the rights of people living with disability are upheld is the responsibility of the whole community and requires a state-wide response. Most people take the ability to go about their daily life for granted. People with disability should also be able to access and participate in all aspects of our society, including using 'mainstream' services and programs. Social inclusion is fundamental to one's quality of life and critical to achieving positive life outcomes across all domains.

Developing a DAIP illustrates that an agency recognises the importance of including and being accessible to everyone, has a welcoming attitude and employs well informed staff who are aware of the needs of people with disability.

## South Australian DAIP Outcomes

The SA DAIP strategy specifies the following outcome areas.

### **Outcome 1. Inclusive and accessible communities**

People with disability live in accessible and well-designed communities with opportunity for full inclusion in social, economic, sporting and cultural life.

### **Outcome 2. Economic security and employment**

People with disability, their families and carers have economic security, enabling them to plan for the future and exercise choice and control over their lives.

### **Outcome 3. Rights protection, justice and legislation**

People with disability have their rights promoted, upheld and protected.

### **Outcome 4. Personal and community support**

People with disability, their families and carers have access to a range of supports to assist them to live independently and actively engage in their communities.

### **Outcome 5. Learning and skills**

People with disability achieve their full potential through their participation in an inclusive high quality education system that is responsive to their needs. People with disability have opportunities to continue learning throughout their lives.

### **Outcome 6. Health and wellbeing**

People with disability attain the highest possible health and wellbeing outcomes throughout their lives.

# Disability access and inclusion plan development

## Consultation Process, Findings and Strategies

People with disability have a unique insight into the barriers they face and what would be helpful to reduce these. They have repeatedly stated that they wish to be consulted on matters that affect them, giving rise to the saying, “Nothing about us, without us”.

During the development of this plan, consultations were held with the following key stakeholders:

- Students with disabilities
- Staff (Educational Managers, Lecturers, Student Services Officers, Learning Support Lecturers, Disability Contacts and program coordinators, Library staff, and Client Services staff, Human Resources staff)
- TAFESA Admissions and Curriculum Services
- National Disability Coordination Officers

- TAFESA Skills Strategy Committee for Disability
- Other key stakeholders

These consultations were primarily face-to-face, recorded and minuted.

Additionally Survey Monkey was used and over 100 responses were received.

Finally, the previous Disability Action Plan was reviewed and incorporated, where appropriate, into the new template.

All the data was then compiled and formulated into the Implementation Process under relevant Outcomes and performance indicators.

### **Snap shot of Consultations**

The overwhelming feedback here was the need to improve communication to all key stakeholders, both internally and externally. This extends to how the information is presented to students, its accuracy and its timing.

Many comments and areas of concern emulate the Survey monkey feedback below, including barriers in facilities, signage, access to facilities and classrooms, website / intranet and computers.

However what were also quite noticeable were the level of satisfaction in the processes, staff knowledge around assistive technology, accessibility to counsellors and disability staff and the level of support.

### **Snap shot of Survey Findings**

The data revealed that of the 112 respondents to the survey, over 28% had a physical disability including hearing or vision impairment, over 25% a mental health issue and over 44% another type of disability including chronic pain or undisclosed condition.

When asked what TAFESA does well in terms of access and inclusion, there were a favorable 98% of respondents who felt TAFESA was providing a good level of service, and access to services.

When asked to identify any access or inclusion barriers to TAFESA, of the 86% of respondents cited facilities issues including doors, flooring and signage (23.4%), Lecturer / training materials (18.3 %), inadequate or appropriate Staffing / Counsellors (10.2 %).

When asked to identify barriers or difficulties which people may experience in the attitude of staff, the comments were very mixed. General comments highlighted the need for staff to be able to utilise Auslan sign language, be better informed about services available, and to improve general communication between staff in the class and other service providers, both internal and external.

When asked to identify any barriers or difficulties people with a disability may experience in accessing information at TAFESA, of the 77% of respondents 18.6% cited TAFESA website was very complicated or difficult to access and or use, that most of the information available was web-based (13.1%) and inaccurate (7.9%).

When asked to identify any barriers people with a disability may experience in accessing the TAFESA Website, of the 77% of respondents, 93% cited nothing positive. Issues ranged from poor navigation, usability, recordings not captioned or translated computer speed and access to internet, and inconsistent / old information.

Other questions highlighted the need for better communication in a range of mediums and alternative formats, not just written.

In the final analysis, feedback has now been incorporated into the implementation plan for the next 5 years.

## Implementation process

### Outcome 1 Inclusive and Accessible Communities

**People with disability live in accessible and well-designed communities with opportunity for full inclusion in social, economic sporting and cultural life.**

Performance Indicator	Actions	Timeline	Responsibility	Measurable Targets
Physical environment – access to public amenities	Audit of Physical environment to identify areas for improved access	Annually	Manager, Facilities and Procurement	Register - of priority issues for continuous improvement
Accessibility of TAFESA buildings and infrastructure for disability access including parking, signage and other information and amenities is optimised.	Emergency preparedness procedures / plans / campus specific guides to include PEEP (person emergency evacuation plan) requirements to address the needs of people with disabilities	Dec 2015	Manager, Workplace Health and Safety with WHS Team	Included in TAFESA WHS Procedure for Emergency.  Review of all campus evacuation procedures is occurring end 2015
	All building maps, including electronic, to be updated to show disabled parking and toilet facilities and is included in induction processes.	Dec 2015	Manager, Facilities and Procurement	Follow government requirements for persons with disabilities in infrastructure management.

Communication and information systems use accessible technologies and alternative formats, including website accessibility	Review compatibility of assistive technologies with TAFESA systems	Annual review	ICT, Information Services, Student Services and Human Resources	Demonstrated adherence to W3C Standards & User Testing Approval
	TAFESA web site should be web pages regularly updated to ensure information around Access and Inclusion remains relevant, current with policy and legislative requirements.		ICT, Information Services and Human Resources	Web Accessibility Audit demonstrates compatibility
Disability awareness and disability discrimination awareness training is provided for all staff.	Relevant state-wide training and professional development for staff addressing the needs of people with disabilities is developed and implemented.	As required	Human Resources & Student Services	A majority of staff having completed training within the next 12-18 months and all new staff completing training within 12 months of commencing employment
	Staff Training in Access, Inclusion and Inherent Requirements provided.	On-going as required	Human Resources & Student Services	Each program area can demonstrate some professional development has occurred for all staff in terms of Access & Inclusion and Universal Design each year

	“A Guide for Staff on Disability Discrimination Legislation and Supporting Students with a Disability and/or Medical Condition” is developed and provided to all teaching staff.	Annual	Student Services	Annual Review against standards, DDA and other legislative changes
Managers respond to individual staff requirements regarding workplace modifications.	Corporate budget set to allow for workplace modifications.	June /July 2015	Director Facilities & Procurement	Needs to be updated to reflect budget 2015/16
	Include information in Managers induction to advise them of requirements to ensure persons with disabilities have the necessary tools to allow them to do their work optimally.	Sept 2015	Manager, Organisational Capability	

## Outcome 2 Economic Security and Employment

People with disability, their families and carers have economic security, enabling them to plan for the future and exercise choice and control over their lives.

Performance Indicator	Actions	Timeline	Responsibility	Measurable Targets
Workforce diversity is promoted.	Celebrate key days of diversity eg Mental Health Day, Harmony Day, International Day of People with Disability.	Annually	Human Resources	Attendance/participation and number of events occurring throughout the organisation
Recruitment processes and employment pathways are accessible.	Review recruitment processes and employment pathways for diverse people	Annually	Human Resources	Advertising through the SA Government Disability Vacancies List
	Implementing training, career development and mentoring programs for employees	Annually	Human Resources	Inclusion and documentation of these opportunities in induction and probation processes
	Ensuring accessible workplaces, timely modifications and flexible job design	Annually	Human Resources	Records of percentage of staff with disabilities and types, and a register of modifications /adjustments made

Positive recruitment and retention strategies for persons with a disability are employed.	Review and update Human Resource recruitment policy and procedures to include use of Disability Employment Register. Liaise with <u>Disability Works Australia</u> as needed <sup>1</sup> .	2015	Human Resources Business Leader- Education	Ensure TAFESA recruitment and retention publications and publicity material are available in a range of formats appropriate for people with disabilities.
	Include recruitment of people within disabilities within recruitment practices for traineeships and graduates positions.	2015	Human Resources Business Leader- Education	TAFESA to increase by 10% “ <u>as a minimum</u> ” the number of people with a disability employed by 2020.
	Determine if specific KPI’s for advertising and recruitment for people with disabilities should be established for TAFESA.	2015	Human Resources Business Leader- Education via Director People and Culture	Not Applicable
Human Resource data on staff with disabilities is improved.	Establish baseline data at 30/06/2015 to enable accurate reporting against government targets.	30 July 2015	Manager HR Systems	
	Review/amend employment declaration to capture all data in accordance with fields within Empower.	Annually	Human Resources Business Leader- Education	

<sup>1</sup> Any person who is registered with Disability Works Australia can apply for any SA Government job even if it is only advertised internally to government. A person on the Register can be recruited directly for a vacancy at the discretion of the Panel without going through a process - if they meet the essential requirements of the Job and Person specifications.

<p>Disability awareness and disability discrimination awareness training is provided for all staff.</p>	<p>Staff induction packages include information on issues relevant for access and inclusion</p>	<p>Annually</p>	<p>Human Resources &amp; Student Services,</p>	<p>Participation rates of staff</p>
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## Outcome 3 Rights Protection, Justice and Legislation

People with disability have their rights upheld, promoted and protected.

Performance Indicator	Actions	Timeline	Responsibility	Measurable Targets
Promotion of human rights in accordance with the <i>United Nations Convention on the Rights of Persons with Disabilities, Disability Discrimination Act 1992 (Cth), Equal Opportunity Act 1984 (SA) and Disability Services (Rights, Protection and Inclusion) Amendment Act 2013 (SA)</i> .	TAFESA ensures that issues relating to students with disabilities are reflected in existing TAFESA policies.	Annually	Student Services	All policies reviewed in a timely manner/regular cycle
	'A Guide for Students with a Disability or Medical Condition' available on-line and on request in other formats.	Annually	Student Services	Ensuring all program areas have an annual introductory session
	A Guide for Staff on Disability Discrimination and Supporting Students with a disability or medical condition' available on-line and on request in other formats.	Annually	Student Services	Ensuring all program areas have an annual introductory session
	Staff training regarding legislative awareness and requirements in relation to their work and interaction with students with diverse needs	Annually	Human Resources	An organisation wide Access and Inclusion professional development should be facilitated annually

Policies are in place and reviewed regularly so that people with disability are safe from harm, exploitation and neglect.	Develop and implement strategies & programs across TAFESA to prevent harassment and victimization of students with a disability.	Annually	Program Areas, Student Services & Human Resources	All program areas include this in Counselling Checklist, Individual Learning Plans, Induction material
Complaints processes are in place, information about options for resolution of complaints is available.	Student Complaint Policy is reviewed and promoted	Annually	Executive Program Areas, Human Resources & Student Services	Policy Reviewed Annually and all staff notified and TAFESA website/intranet updated where necessary
	Course information explicitly states industry registration requirements, inherent course requirements, entry requirements, and placement / work experience requirements.	Annually	Program Areas, Student Services	All Program Areas have an Informed Choices document available
	Review complaint resolution processes and procedures to ensure they incorporate user-friendly requirements for people with disabilities.	Sept 2015	Human Resources Business Leader-Education	
	TAFESA's Employee Assistance Program meets requirements for people with a disability.	June 2015	Human Resources Business Leader- Support Functions	

People with disabilities are able to participate in continuous improvement processes	Implement and facilitate annual consultations with students	Annually	Student Services	Focus Group is facilitated once a year and outcomes reported to key business units
Disability awareness and disability discrimination awareness training is available for students and staff.	Staff and student induction includes information about Access and Inclusion, and the Student Conduct Policy in particular student behavior expectations.	Annually	Student Services, Human Resources, Program Areas	Use of a standardized induction PowerPoint presentation available to all program areas  Number of requests for Student Services to attend Program inductions
	Staff and student induction includes the acknowledgement of the need for reasonable accommodations and support.	Annually	Student Services, Human Resources, Program Areas	Use of a standardized induction PowerPoint presentation available to all program areas  Number of requests for Student Services to attend Program inductions
	Update the on-line training package to ensure currency and seek input from disability authorities and staff who have a disability. The on-line training course captures critical employment related matters regarding disabilities	September 2015	Manager, Organisational Capability	Review the on-line Disability Awareness training program.  Ensure all staff have undertaken the on-line training package within the last three years.

Induction training for new employees contains information on disabilities.	Ensure Corporate Induction (HR controlled) includes information on disabilities and links to the “on-line” disability awareness training.	Quarterly from Sept 2015	Manager, Organisational Capability	All new staff completes the disability awareness course within 3 months of commencing employment. Reports provided to line manager and HR Business Partner
	Audit completion rates of new staff completing the on-line disability training on a yearly basis to ensure all new staff are being captured.	On-going	Manager, Organisational Capability	
An integrated process for consulting staff with disabilities on future policies, procedures, systems, etc, is implemented.	Policy writers are aware of and consult with the staff disability advisory group when developing or reviewing matters that may impact on the retention and recruitment of people with disabilities.	July 2015	Director, Policy and Strategy	
	Monitor implementation of the Employee Access and Inclusion Plan.	Annually	Manager Student Services	Bi-annual report to be provided to TAFESA Executive on progress of the Plan, identifying successes and any areas of improvement.

## Outcome 4 Personal and Community Support

People with disability, their families and carers have access to a range of supports to assist them to live independently and actively engage in their communities.

Performance Indicator	Actions	Timeline	Responsibility	Measurable Targets
Maintaining independence and everyday wellbeing, utilising both specialised and 'mainstream' services (eg education, health, transport) is supported.	Staff to provide and encourage independent study through counselling and educational support initiatives eg: Learning Hubs, tutors	As required	Student Services and Program Areas	Services Referral Guide to be made available on intranet for staff
Person-centred approach based on needs and aspirations of the individual, not their disability is provided.	Staff develop a range of student centric educational materials that support diverse student needs	Periodically	Program Areas	Minimum one (1) alternative resource per year
Development and access to assistive technologies, aids and equipment is improved.	Staff identify assistive technology, aids and equipment to better meet student learning needs and outcomes	Annual	Student Services	Annual product review of new and existing technologies

## Outcome 5 Learning and Skills

People with disability achieve their full potential through their participation in an inclusive, high quality, education system that is responsive to their needs. People with disability have opportunities to continue learning throughout their lives.

Performance Indicator	Actions	Timeline	Responsibility	Measurable Targets
A welcoming environment, positive learning culture and physical accessibility is provided.	All enrolment procedures are accessible and standardised across TAFESA	Annually	SIS management	User Test Group
	Support for online enrolments is available at all campuses.	Annually	Information Services, ICT	Information Services staff have all received training about providing accessible and inclusive support
	Assistive technology is available to support the enrolment process.	Annually	Student Services, ICT	Implementation of Alternative Format technologies and compatibility
	Students have ready access to information regarding informed choices	Annually	Student Services	Informed Choices documents available for all Program Areas
	All enrolment procedures are regularly reviewed	Annually	SIS Management, Program Areas	Diverse stakeholder Review Group facilitated annually

Early intervention closes the gap between students with disability and those without.	Students with a disability are provided with professional and appropriate student support services.	Annually	Student Services, Program Areas & Foundation Skills	All students who have been identified as having a disability which will impact on learning is contacted in the first 4 weeks of commencing
	Access Plans are developed and implemented upon request for each student with a disability	As required	Student Services, Program Areas	Access Plans are developed in consultation with the student and Program Area
Universal design in education maximises learning and social development.	Provide training in Universal Design, flexible delivery and alternate assessment.	As required	Student Services, Program Areas, & Human Resources	
	All resources for student use are available in electronic format.	Annually	Student Services & Program Areas	
Achievement of vocational education and training and post-school qualifications, including university studies.	TAFESA to promote and highlight services and supports provided for people with disabilities on a state-wide basis.	Periodically	Student Services - Disability Officers	Facilitate a series of Video Conferences annually
	Services and support for students with disabilities are reviewed regularly.	Annually	Student Services, Disability Officers	Disability Access and Equity Officers meet each semester to facilitate review with Student Services Manager

Accessible learning opportunities using assistive information and communication technologies are created.	All assistive technology is catalogued and accessible to students across TAFESA.	Annually	Information Services, Student Services, ICT	Catalogue is audited annually
	Access to and licenses for 'enabling software' is managed by ICT and Information Services. Software is promoted through the Library system and access is facilitated by ICT services.	Annually	ICT	Audit conducted annually and adjustments made
Improved pathways from school to further education, employment and lifelong learning are developed.	Enrolment & Course information includes an explicit invitation for students to discuss their individual needs with an appropriate teaching area or Student Services Officer.	As required	Program Areas, Student Services, Information Services	All Program Areas can demonstrate inclusion of information and invitation in Course and Enrolment documentation
	Inherent requirements /Informed choices are identified for all teaching programs to ensure students are provided with clear information.	Annually	Program Areas, Student Services	All Program Areas have an Informed Choices document
	Acknowledgement of Informed Choices is included in Course Information and TAFESA Admissions Policy and Guide.	Annually	Policy, Student Services	Acknowledgement of Informed Choices is included in Course Information and TAFESA Admissions Policy and Guide.

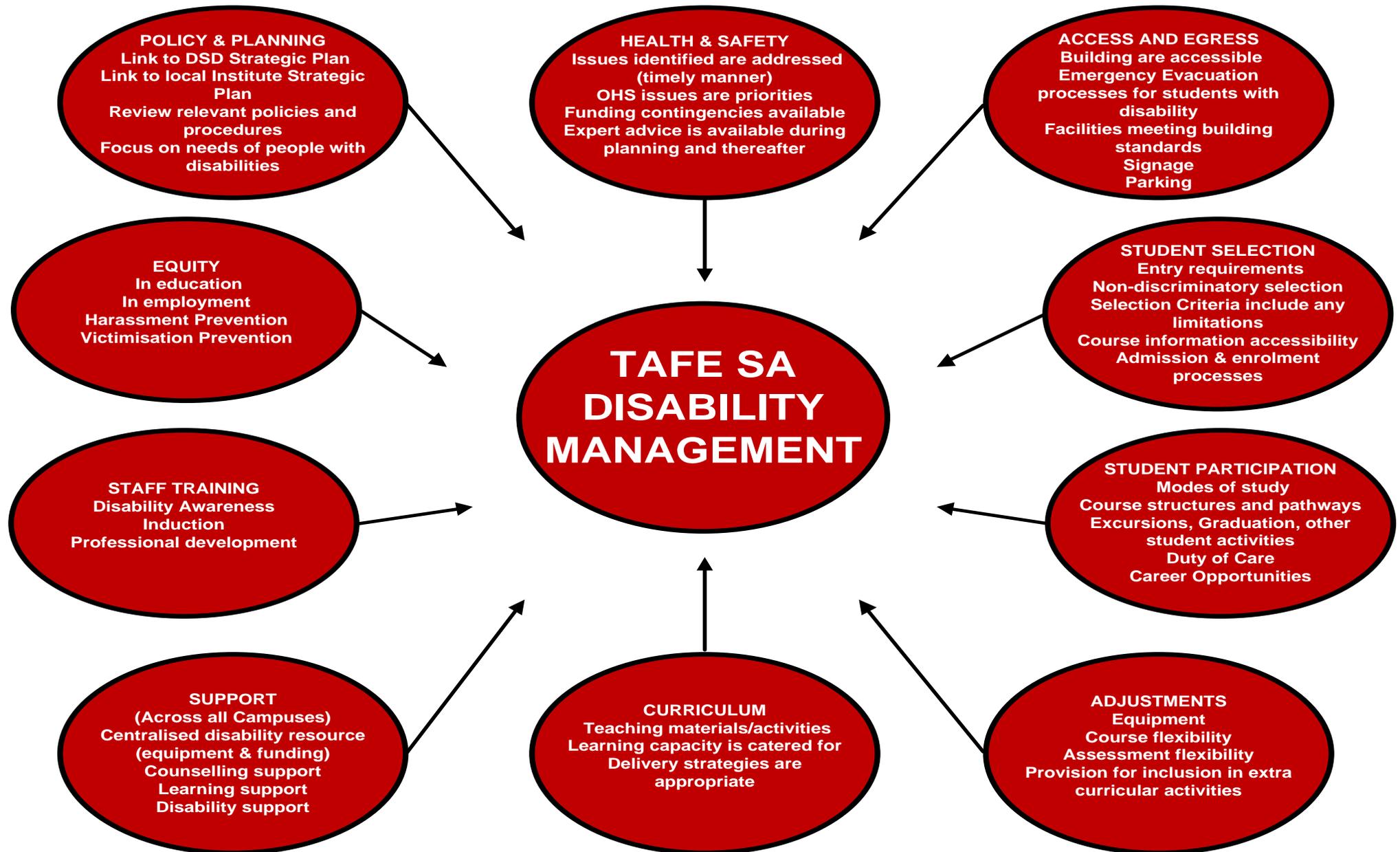
A culture of trust, respect and recognition which encourages retention and advancement of people with disabilities is developed.	Promote the advantages of confidentially disclosing disabilities including how this information is used.	Sept 2015	Manager Student Services	Survey via the intranet asking for people to confidentially disclose disability
	Staff with a disability will have the opportunity to discuss their needs/career plan as part of their performance coaching with their line manager.	Sept 2015	Manager, Organisational Capability Workgroup Managers	Review as required
	Ensure information about relevant procedures (e.g. flexible working arrangements, work life balance) is disclosed and readily available to staff with disabilities.	June 2015	Human Resources Business Leader- Education	Currently out for consultation
Disability Access and Inclusion Plan is adapted in accordance with Government changes	Monitor Government action regarding recommendations in Strong Voices: a Blueprint to Enhance Life and Claim the Rights of People with Disability in South Australia (2012-2020)	July 2015	Manager Student Services	Update this plan as changes occur
Policies / procedures regarding people with disabilities are in line with Commonwealth Discrimination Act.  In particular – Recruitment and Selection, Customer Service and Induction.	Consider DDA requirements when scheduled policy/procedure reviews are undertaken.	On-going	Manager Student Services	Review as required

Appropriate information, support and IT facilities including appropriate assistive technology are provided, where reasonable, for people with disabilities to undertake their duties.	Audit intranet sites to ensure they are appropriate for people with disabilities and easily accessible e.g. W3C standard is WCAG 2.0. <a href="http://australia.gov.au/accessibility">http://australia.gov.au/accessibility</a>	Sept 2015	Manager E-learning	Review as required
	Ensure information regarding where to obtain disability related information, support and resources are readily available and maintained	On-going	Manager Student Services	Review as required

## Outcome 6 Health and Wellbeing

People with disability are supported to attain the highest possible health throughout their lives.

Performance Indicator	Actions	Timeline	Responsibility	Measurable Targets
Health promotion and focus on healthy living, emphasises the strong connection between social participation, development of rewarding relationships and good health and wellbeing.	Provision of counselling for students	As required	Student Services	Annual review, as required
Physical access requirements and flexible service delivery (eg access to premises, bathroom facilities, adjustable tables and chairs.) are addressed.	Develop and review an access map of campuses	Annually	Student Services, Human Resources	Annual review, as required



# Acknowledgments

Staff and Students of TAFESA

Skills SA

SA Training Advocate

Equal Opportunity Commission of SA

Community Centres SA

Disability and Community Inclusion Department, Flinders University

Association of Independent Schools SA

## Legislative and policy context

Disability Access and Inclusion Plans align with the intent of the following initiatives in advancing the rights of people with disability to full and meaningful participation in society:

### International

- [United Nations Convention on the Rights of Persons with Disabilities \(and Optional Protocol\)](#)

### National

- [Carer Recognition Act 2010](#)
- [Disability Discrimination Act 1992](#)
- [National Carer Strategy](#)
- [National Disability Agreement](#)
- [National Disability Insurance Scheme \(SA launch site for children initially from 2013-2015, followed by full implementation by July 2018\)](#)
- [National Disability Strategy 2010-2020](#)
- [National Quality Framework for Disability Services in Australia](#)

### South Australian

- [Advancing the Community Together](#): A partnership between the volunteer community and the South Australian Government (revised in 2011)
- [Carers Recognition Act 2005](#)

- [Disability Services Act 1993](#)
- [Disability Services \(Rights, Protection and Inclusion\) Amendment Act 2013](#)
- [Equal Opportunity Act 1984](#)
- [South Australia's Strategic Plan 2011](#) (specifically targets 11, 25, 50) and [Seven Strategic Priorities](#)
- [Strong Voices: A Blueprint to Enhance Life and Claim the Rights of People with Disability in South Australia \(2012–2020\)](#)
- [The 30 Year Plan for Greater Adelaide](#) (launched in 2010)