
Disability Access and Inclusion Plan

2020 – 2024



Statement from Chief Executive



TAFE SA plays an important role in shaping South Australia's economy and workforce and is committed to providing high quality vocational education for all South Australians.

TAFE SA is committed to ensuring accessibility and inclusion. The strength and vitality of our organisation into the future will depend on our diversity and our capacity to engage staff and students, including those living with disability, as valued members and contributors at TAFE SA. We will utilise the voices and experiences of people living with disability as a key asset as we continue to improve our services to the communities of South Australia.

The TAFE SA Disability Access and Inclusion Plan (DAIP) 2020-2024 builds on and expands the achievements of the Disability Access and Inclusion Plan 2015-2020.

TAFE SA values the voices of people living with disability and our DAIP has been developed in consultation with staff, students, members of the community and disability organisations.

As South Australia's publicly funded provider of vocational education and training, TAFE SA is in a unique position to make a significant contribution to the future of people living with disability through education and employment, focussed on strengthening abilities and supporting participation in the workforce and the wider community.

I look forward to working together to implement our plan and continuing to provide an environment at TAFE SA which is welcoming, accessible and accommodating for all our staff and students.

DAVID COLTMAN
Chief Executive



Contact Details

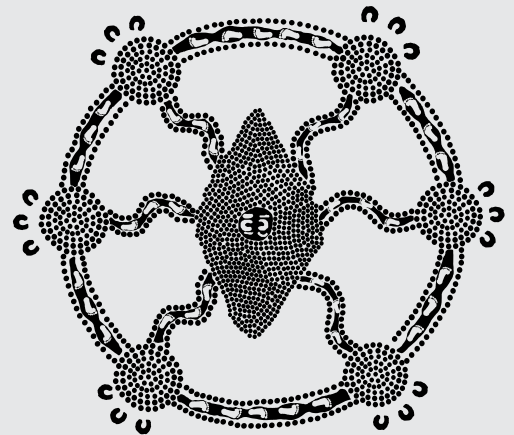
This Disability Access and Inclusion Plan (DAIP) is available on the TAFE SA website (www.tafesa.edu.au). It is available online in an accessible electronic format and in Easy Read format. If you require a copy in an alternative format (such as large font, audio or Braille), please contact TAFE SA on 1800 882 661. If you are deaf, or have a hearing or speech impairment, you can contact us through the National Relay Service, www.relayservice.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 www.tafesa.edu.au/feedback.



Acknowledgement of Country

TAFE SA acknowledges the traditional owners of the land on which our campuses are located. We pay our respects to their Elders past, present and emerging and extend that respect to other Aboriginal and Torres Strait Islander Peoples. TAFE SA is committed to honouring Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land and waters.



Artwork: Peter Watts, Kurta Tirkandi – Learning Place

About TAFE SA

TAFE SA delivers vocational education and training services that meet the economic and social needs of South Australia. We provide access and choice to students, employers and industry to promote growth across the state including regional, rural and remote communities.

We are focused on strengthening the delivery of vocational education in schools and delivering higher education programs and services to domestic and international students residing in South Australia, and developing the skilled workforce required to drive South Australia's economic growth in the jobs of today and tomorrow.



Student Profile

Based on data for 2019 (the most recent full year data available), TAFE SA had 2472 students who identified as having a disability. Of these, just under a quarter (576 students) were supported by individualised Access Plans. The most common disabilities reported by students were mental illness and learning difficulties, followed by medical conditions.

The full range of disability types reported by TAFE SA students in 2019 are outlined in the table below.

Type of Disability	Number of Students
Mental Illness	693
Learning	598
Medical Condition	560
Physical	352
Other	311
Hearing / Deaf	194
Vision	192
Intellectual	170
Acquired Brain Impairment	49
Neurological Condition	14
Total	2,472



Strategic Context

The TAFE SA Disability Access and Inclusion Plan has been developed in line with the Disability Inclusion Act 2018 (SA), and is informed by Inclusive SA: State Disability Inclusion Plan 2019–2023, the National Disability Strategy 2010–2020 and the United Nations Convention on the Rights of Persons with Disabilities. TAFE SA also adheres to the Disability Standards for Education.

Disability Inclusion Act 2018 (SA)

The DAIP operates under the Disability Inclusion Act 2018 (SA). The intent of the Act is to promote the full inclusion in the community of people with disability; to assist people with disability to achieve their full potential as equal citizens; to promote improved access to mainstream supports and services by people with disability; to provide for the screening of persons who want to work or volunteer with people with disability and to prohibit those who pose an unacceptable risk to people with disability from working or volunteering with them; to provide for a community visitor scheme; to provide for responsibilities of the State during and following the transition to the National Disability Insurance Scheme; and for other purposes.

Inclusive SA: State Disability Inclusion Plan 2019–2023

Inclusive SA was launched on 1 November 2019 and is the South Australian Government's first State Disability Inclusion Plan. It is a commitment to create an accessible and inclusive South Australia based on fairness and respect. The State Disability Inclusion Plan brings State Government agencies and local councils together to reduce the barriers faced by people living with disability.

Inclusive SA sets out priorities and actions for the next four years under the following themes:

- > Inclusive communities for all
- > Leadership and collaboration
- > Accessible communities
- > Learning and employment.

The themes are the same ones that form the structure of TAFE SA's DAIP. The priorities and actions set out in Inclusive SA are the first steps to improving access and inclusion for people living with disability.

United Nations Convention on the Rights of Persons with Disabilities

The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. This has informed development of the TAFE SA DAIP.

Disability Standards for Education

TAFE SA adheres to the Disability Standards for Education, noting the standards are due for review in 2020. These standards were formulated under the Disability Discrimination Act 1992 and were tabled in Parliament on 17 March 2005. They came into effect in August 2005. The Standards clarify the obligations of education and training providers to ensure that students living with disability are able to access and participate in education without experiencing discrimination.

TAFE SA Strategic Plan 2019–2022

The TAFE SA DAIP is also aligned to TAFE SA's strategic focus areas of Innovation in Teaching and Learning Focused on the Needs of our Customers, a Partnership Approach to Delivering our Commitments, a Culture of Leadership and Accountability, and Sustainable Performance as outlined in the TAFE SA Strategic Plan 2019–2022.



Our vision

TAFE SA's 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.

TAFE SA is committed to ensuring people living with disability have equitable and accessible provision of educational and employment opportunities. TAFE SA 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.

Actions

The TAFE SA Disability Access and Inclusion Plan is structured around the themes and priority areas of the Inclusive SA: State Disability Inclusion Plan 2019–2023.

1. Inclusive communities for all

Social inclusion is a priority for people living with disability as it affects all aspects of their lives. It is our aim that the contributions and rights of people living with disability are valued and understood by all South Australians and that their rights are promoted, upheld and protected. We also want to ensure that people living with disability are supported to advocate for their own rights.

Priority 1: Involvement in the community

Priority 2: Improving community understanding and awareness

Priority 3: Promoting the rights of people living with disability



* In this document tables SPP#: State Plan Priority number

Action	SPP#*	Responsibility	Timeframe	Measurable Target
1. We will listen to and learn from the lived experiences of people living with disability in the TAFE SA community to improve our understanding, awareness and service quality.	1	Office of the Chief Executive Quality Teaching and Learning (Teaching and Learning) Student and Community Engagement (Student Experience)	July 2021	<ul style="list-style-type: none"> > We will create a Chief Executive/ Organisational statement outlining TAFE SA's commitment to disability access and inclusion which will be promoted across the organisation with our DAIP > We will increase the use of staff and student resources promoting inclusive education > We will ensure our organisational feedback and complaints system is accessible and promoted to people living with disability
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	3	People and Culture (HR Operations)	December 2021	<ul style="list-style-type: none"> > We will include disability awareness as mandatory part of the staff induction and onboarding process > We will ensure 100% of current staff complete training within 12 months and all new staff will complete training as part of the TAFE SA induction processes
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	1	Student and Community Engagement (Student Experience) Student and Community Engagement (Marketing)	December 2021	<ul style="list-style-type: none"> > We will measure and report on the number of successful engagements with stakeholders > We will include positive representation of people living with disability in our promotions > We will positively represent women, Aboriginal people and diverse communities living with disability in our promotions and engagements > We will ensure transition arrangements proactively support the successful transition to training at TAFE SA of students living with disability
4. We will facilitate events and activities that are inclusive and accessible to staff and students living with disability.		Student and Community Engagement (Marketing)	December 2021	<ul style="list-style-type: none"> > We will develop, distribute and implement an Event Planning toolkit to facilitate inclusive events across TAFE SA > We will monitor and report on the proportion of people living with disability participating in our events > We will utilise feedback from participants about the accessibility of events and activities for continuous improvement

2. Leadership and collaboration

People living with disability want to have a greater role in leading and contributing to government and community decision-making. It is our aim that the perspectives of people living with disability are actively sought and that they are supported to participate meaningfully in government and community consultation and engagement activities.

Priority 4: Invo Participation in decision-making

Priority 5: Leadership and raising profile

Priority 6: Engagement and consultation

Action	SPP#*	Responsibility	Timeframe	Measurable Target
1. We will draw on the voices and lived experiences of people living with disability to lead the VET sector in achieving greater inclusivity	4	Student and Community Engagement (Student Experience) People and Culture (HR Service Delivery)	July 2021	<ul style="list-style-type: none"> > We will establish and foster student and staff representation and consultation processes to collaborate with people living with disability, actively seeking their input into our decision-making > We will lead projects which engage people living with disability in decision-making and service improvements
2. We will adopt a collaborative approach to policy development and projects that is informed by the experiences of people living with disability	4	Student and Community Engagement (Student Experience) People and Culture (HR Service Delivery) Strategy and Infrastructure (EPMO)	December 2021	<ul style="list-style-type: none"> > We will develop and promote a standard for inclusive consultative processes at TAFE SA > We will review our student policies to ensure they are responsive to the experiences of people living with disability and include provisions for individualised student Access Plans > We will review our People and Culture policies to ensure they are responsive to the experiences of people living with disability > We will review our Access and Equity related policies and procedures and ensure they are responsive to the experiences of people living with disability > We will review the templates and processes within our Enterprise Governance Framework and project management methodology to ensure they are responsive to the experiences of people living with disability

Action	SPP#*	Responsibility	Timeframe	Measurable Target
3. We will engage with peak bodies and agencies to collaborate on integrated strategies, practices and projects	6	Student and Community Engagement (Student Experience)	July 2021	> We will partner with Job Access, National Disability Insurance Agency and other key organisations to identify improvements to support and services for people living with disability
4. We will collaborate across government to deliver the State Disability Inclusion Plan and the National Disability Strategy	6	Student and Community Engagement (Student Experience) People and Culture (HR Service Delivery)	Ongoing	> We will collaborate with South Australian Department of Human Services and other state government agencies to engage people living with disability in leadership and decision making through our DAIP
5. We will report and publish our DAIP activities and outcomes	5	Student and Community Engagement (Student Experience) People and Culture (HR Service Delivery)	Annually	> We will report to TAFE SA Executive and Board half yearly and publish outcomes annually
6. We will maintain a DAIP Working Group to oversee implementation and continuous improvement of the DAIP	5	Student and Community Engagement (Student Experience)	Ongoing	> We will ensure the DAIP working group includes representation of staff and students living with disability > We will ensure our Working Group, through its terms of reference and practices, fosters and includes the voices and experiences of people living with disability in its activities and decision-making > We will commit to regular meetings of the DAIP working group in order to oversee DAIP implementation monitoring and reporting

3. Accessible communities

The accessibility of the built environment, quality services and information is key to ensuring people living with disability are included and have the opportunity to equally participate in all aspects of community life. It is our aim to increase accessibility to public and community infrastructure, transport, services, information, sport and recreation and the greater community.

Priority 7: Universal Design across South Australia

Priority 8: Accessible and available information

Priority 9: Access to services

Action	SPP#*	Responsibility	Timeframe	Measurable Target
1. We will ensure compliance with standards for accessibility in electronic, printed and online materials	8	Student and Community Engagement (Marketing) Quality Teaching and Learning (Teaching and Learning)	January 2022	<ul style="list-style-type: none"> > We will review our style guide to ensure accessibility standards are met > We will establish an online hub of accessibility resources > We will develop and promote a facility on the TAFE SA website to provide user accessibility settings
2. We will incorporate relevant access and inclusion requirements when developing business requirements for procurements	9	Finance and Performance (Finance Compliance and Procurement)	July 2022	<ul style="list-style-type: none"> > Access and inclusion consultation and engagement is incorporated into our procurement processes, in alignment with identified business requirements.
3. We will ensure our application and enrolment processes are inclusive and accessible	7	Student and Community Engagement (Student Experience)	July 2022	<ul style="list-style-type: none"> > We will collaborate with stakeholders including the Department for Innovation and Skills to review application and enrolment processes to ensure they meet the needs of people living with disability
4. We will collect and utilise data relating to the outcomes and lived experiences of students and staff living with disability to inform our decision making and service delivery	9	Student and Community Engagement (Student Experience) People and Culture (HR Service Delivery)	July 2022	<ul style="list-style-type: none"> > We will develop regular reporting and analysis processes to inform organisational decision-making > We will consult with students living with disability in the design, delivery and continuous improvement of our student services across the student lifecycle, from application to graduation and beyond > We will consult with staff living with disability in the design, delivery and continuous improvement of our staff services from recruitment to departure

Action	SPP#*	Responsibility	Timeframe	Measurable Target
5. We will improve service logging and reporting for TAFE SA facilities to capture the experiences of people living with disability.	9	Strategy and Infrastructure (Facilities)	July 2022	> We will ensure our reporting mechanisms capture and report the experiences of people living with disability, including provision for determining urgency and priority of requests
6. We will audit our physical environment and update campus accessibility maps	8	Strategy and Infrastructure (Facilities)	Ongoing	> We will produce regular campus audit reports and remediation plans > We will review and update our accessible campus maps as required > We will investigate a text notification service for people living with disability regarding temporary access barriers (i.e. elevator out of operation)
7. We will audit accessibility of the TAFE SA enterprise systems	7	Strategy and Infrastructure (ICT Services)	Annually	> We will undertake an annual audit of enterprise applications and system accessibility to identify potential limitations or opportunities and develop recommendations for improvements
8. We will develop guidelines for our enterprise applications, outlining accessibility features and instructions	7	Strategy and Infrastructure (ICT Services) Student and Community Engagement (Student Experience) Quality Teaching and Learning (Teaching and Learning)	July 2022	> We will develop and promote user guidelines which include information about assistive technology and accessibility features where appropriate > We will monitor and report on usage of accessibility features within our systems and provide user feedback and support mechanisms

4. Learning and employment

Workforce participation is fundamental to social inclusion. It provides economic independence and choice, social connections and friendships, value, identity and belonging. It is our aim that people living with disability have access to inclusive places of study and that education and training provides pathways to meaningful and inclusive employment and volunteering opportunities.

Priority 10: Better supports within educational and training settings

Priority 11: Skill development through volunteering and support in navigating the pathway between learning and earning

Priority 12: Improved access to employment opportunities and better support within workplaces

Action	SPP#*	Responsibility	Timeframe	Measurable Target
1. We will ensure our educational delivery is informed by sector leading teaching and learning expertise	10	Quality Teaching and Learning (Teaching and Learning)	Ongoing	<ul style="list-style-type: none"> > We will undertake regular training sessions to build educator capability to understand and improve the educational experiences of people living with disability > We will share and promote contemporary and emerging inclusive education practices in the vocational education and training sector > We will partner with external stakeholders to create a National Community of Practice on Universal Design for Learning in the VET Sector.
2. We will develop and promote Principles and Practice Guidelines regarding Accessibility and Universal Design for Learning	10	Quality Teaching and Learning (Teaching and Learning)	July 2022	<ul style="list-style-type: none"> > We will develop and promote Principles and Practice Guidelines regarding Accessibility and Universal Design for Learning > We will develop and deliver professional learning opportunities fostering Universal Design for Learning practices
3. We will establish guidelines relating to accessibility requirements for teaching and learning at TAFE SA	10	Quality Teaching and Learning (Teaching and Learning)	December 2022	<ul style="list-style-type: none"> > We will develop and implement guidelines regarding the accessibility of teaching and learning materials. eg. statement regarding availability of captioning, transcripts and AUSLAN interpreting. > We will deliver professional learning activities covering the use and application of the guidelines

Action	SPP#*	Responsibility	Timeframe	Measurable Target
4. We will ensure staff recruitment and onboarding processes are aligned with the SA Public Sector Disability Employment Strategy, Plan and Toolkit https://www.publicsector.sa.gov.au/hr-and-policy-support/diversity	12	People and Culture (HR Service Delivery)	December 2021	> We will review staff recruitment and onboarding processes to ensure they align with the SA Public Sector Disability Employment Strategy, Plan and Toolkit
5. We will ensure we align our education and training with statutory obligations and sector best practice	10	Student and Community Engagement (Student Experience) Quality Teaching and Learning (Teaching and Learning, Regulation)	Ongoing	> We will audit our educational policies, procedures and practices to ensure they align with the Commonwealth Disability Standards for Education, sector practice guides and the Disability Discrimination Act 1992 (Cth)
6. We will deliver effective retention and support strategies for staff members living with disability	12	People and Culture (HR Service Delivery)	December 2021	> We will ensure our Employee Assistance Program is responsive to and meets the needs of staff living with disability > We will ensure our processes supporting reasonable adjustments for staff living with disability are accessible > We will develop and implement a diversity and inclusion plan to drive the diversity of our staff profile
7. We will develop reporting mechanisms to monitor and improve the educational and employment outcomes of students living with disability	11	Student and Community Engagement (Student Experience)	July 2021	> We will develop reports to provide relevant data analysis to Business Units and TAFE SA Executive > We will implement strategies informed by evidence to improve our practices

Action	SPP#*	Responsibility	Timeframe	Measurable Target
8. We will promote TAFE SA support services and our commitment to accessibility to current and prospective students	10	Student and Community Engagement (Student Experience) Student and Community Engagement (Marketing)	Ongoing	> We will implement strategies to promote our support services that include diverse representations of people living with disability
9. We will promote and deliver support services and cultivate wellbeing of students living with disability	10	Student and Community Engagement (Student Experience)		> We will engage students living with disability to better understand their lived experiences and seek their input into the design of our services > We will provide student support in collaboration with educators to assist students living with disability to achieve their learning goals. > We will deliver specialist services such as captioning, AUSLAN interpreting and Braille production where necessary to ensure students living with disability can participate equitably in training. > We will deliver services and strategies that promote the wellbeing of staff and students living with disability





Action	SPP#*	Responsibility	Timeframe	Measurable Target
10. We will develop and strengthen relationships with employment services to improve employment outcomes for graduates living with disability.	11	Student and Community Engagement (Student Experience)	July 2021	<ul style="list-style-type: none"> > We will continue to host the National Disability Coordination Officer for Adelaide region fostering disability sector engagement, training and employment outcomes > We will engage with the National Disability Coordination Officer program in the development of online accessibility resources to improve access to the online learning environment for people living with disability > We will partner with the National Disability Coordination Officer program and Australian Tertiary Education Network Disability developing training resources for Disability Support Workers on Campus > We will develop referral protocols with employment services > We will facilitate career and employment workshops for our students > We will investigate establishing a collaborative service agreement with a Disability Employment Service to deliver services to our students > We will monitor graduate employment and set annual targets for improvement

Disability access and inclusion plan development

Consultation

In January 2020, the TAFE SA Executive Director, Student and Community Engagement, approved the establishment of the DAIP Working Group to coordinate the development and implementation of TAFE SA's DAIP.

The DAIP Working Group includes nominated representatives from:

Education	Facilities
Student living with disability representative	Quality Teaching and Learning
Staff living with disability representative	Student Experience
People and Culture	ICT

The DAIP Working Group reviewed progress against the TAFE SA 2015-2020 Disability Access and Inclusion Plan and consulted with staff and students.

A Draft TAFE SA DAIP was developed in line with state government requirements, and feedback on the draft plan was sought via formal consultation.

The draft TAFE SA DAIP was made available for public consultation from 19 August – 09 September 2020. Copies of the draft plan were made available in a range of formats, including hard copy and electronic, and assistance was available from TAFE SA staff for those requesting support. An online focus group was held on 28 August, providing another opportunity for students living with disability to share their views. The consultation was promoted through TAFE SA social media and made available via the state government YourSay website.

At the conclusion of the consultation period, 36 written submissions were received from TAFE SA staff, students, partners and the community along with submissions made via the student forum. Feedback was broadly supportive of the intention and actions identified in the draft DAIP.

Key themes emerging from the consultation focused on:

- > Recognising a broader spectrum of disabilities, including mental health and cognitive disabilities
- > The importance of providing mechanisms for input into decision-making by people living with disability
- > The importance of effective support services
- > Ensuring the inclusion of measurable targets and timeframes for all actions
- > Providing ongoing opportunities for input from students and staff
- > The importance of an organisation-wide commitment to the DAIP, particularly from senior leadership, and an awareness of likely impacts on current workloads
- > Concerns about current facilities
- > Clarity about how TAFE SA can work with employment services to improve employability outcomes for students living with disability

Relationship to other policies, strategies, frameworks

This plan contributes to TAFE SA's strategic focus areas of Innovation in Teaching and Learning Focused on the Needs of our Customers, a Partnership Approach to Delivering our Commitments, a Culture of Leadership and Accountability, and Sustainable Performance as outlined in the TAFE SA Strategic Plan 2019-2022.

In collaboration with the National Disability Coordinator Officer Program, TAFE SA has developed A Staff Guide on Disability Discrimination and Supporting Students with Disabilities & Medical Condition and A Guide for Students with a Disability. Each of these documents is available on the TAFE SA website.

Any issues or complaints relating to Disability Access and Inclusion will be managed through the Customer Resolution and Feedback Policy.

Examples of previous achievements

This plan builds on the achievements of the **TAFE SA Disability Access and Inclusion Plan 2015-19** available on the TAFE SA website.

Significant achievements from the previous plan include:

- > TAFE SA hosting the National Disability Coordination Officer Region 23 following a successful, competitive tender process in 2019.
- > TAFE SA as lead partner on a significant project responsible for developing Disability Awareness online training resources for the VET sector in 2019.



Implementation process

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.

Acknowledgments

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

- > **Stephen Manson**, Manager Student Services
- > **Gary Bowden**, Team Leader Student Facing Systems
- > **June Conroy**, Educational Manager
- > **Jennifer Cousins**, Senior Consultant Educator Practice
- > **Rabia Dhody**, Senior Capability Consultant
- > **Gloria Duurland**, Manager Portfolio & Strategic Services
- > **Julie-Anne Jones**, TAFE SA Student
- > **Tara Matson**, Senior Counsellor
- > **Narelle Schubert**, Finance Support Officer
- > **Marisa Unerkov**, Teaching and Learning Specialist
- > **Sian Aston**, Student Procedures
- > **National Disability Coordination Officer**

Glossary and Definitions

In line with 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.

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
National Disability Coordination Officer	The Australian Government's National Disability Coordination Officer (NDCO) Program works strategically to assist people with disability access and participate in tertiary education and subsequent employment, through a national network of regionally based NDCOs. The NDCOs work with stakeholders at the local level to reduce systemic barriers, facilitate smooth transitions, build links and coordinate services between the education, training and employment sectors.
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	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.





Government of
South Australia