

Disability Access and Inclusion Plan 2025–2029

TAFE SA

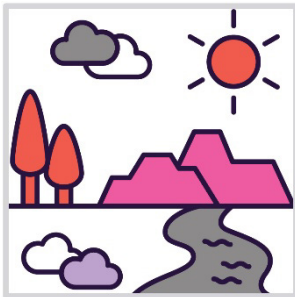
Easy Read version



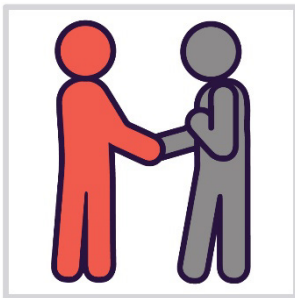
Acknowledgement of Country



Aboriginal and Torres Strait Islander peoples are the First Peoples of Australia.



They have always looked after Country.
Country means the land, water, sky and everything within them.



We respect the important connection that Aboriginal and Torres Strait Islander peoples have with Country.



And we respect their Elders from the past and now.



How to use this plan



We are TAFE SA.

We wrote this plan.



We wrote some words in **bold**.

We explain what these words mean.

There is also a list of these words on page 25.



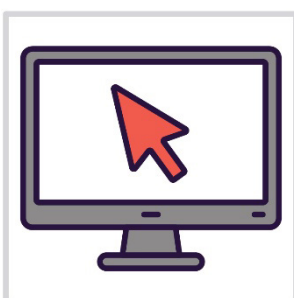
You can ask someone you trust for support to:

- read this plan
- find more information.



This is an Easy Read summary of our plan.

It only includes the most important ideas.



You can find the other plan on our website.

www.tafesa.edu.au/services/disability-support/disability-access-and-inclusion-plan

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About our plan



This is our new Disability Access and Inclusion Plan 2025–2029.

We call it our plan.



Our plan is about making sure all parts of our work are **inclusive**.



When our work is inclusive, staff and students can:

- take part
- feel like they belong.



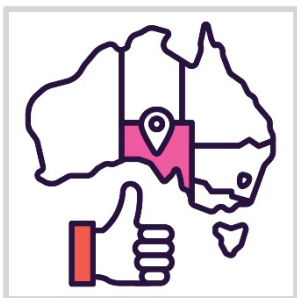


Our plan is about making sure all parts of our work are **accessible**.



When our work is accessible, it is easy for staff and students to:

- find and use things
- understand what we are doing.



We want South Australia to be a place where people can:

- learn the skills they need
- do well in life.



What we have done so far



Our last plan helped us reach many of our goals.



Staff took part in training to better understand disability.



We made sure students have accessible information to learn from.



We listened to what people with disability have to say about TAFE SA.



We included more photos and videos of students with disability in information we shared with the community.

How we made our plan

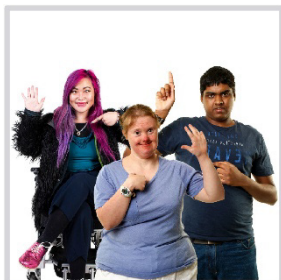


We asked the community for ideas about how to be more accessible and inclusive.

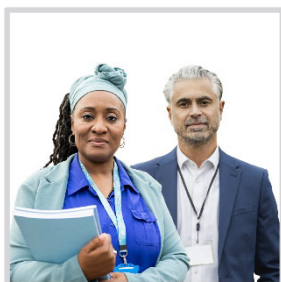


We heard from more than 300 people.

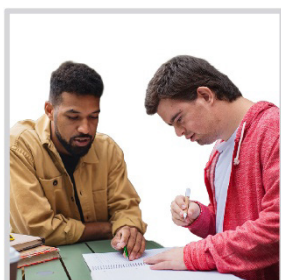
This includes:



- people with disability



- staff



- students.



The current laws



The Disability Inclusion Act 2018 is a law about including people with disability in South Australia.



This law says that we need to have our plan.



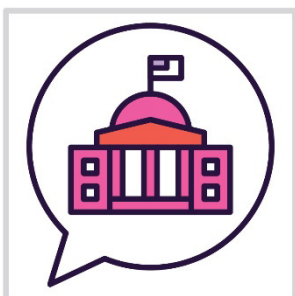
Our plan also follows the Disability Discrimination Act.

This law supports people with disability to be treated fairly.



Our plan also follows the State Disability Inclusion Plan 2025–2029.

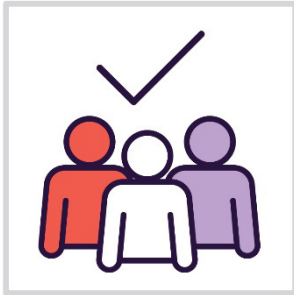
We call it the State Plan.



The State Plan explains what different governments in South Australia should do.

What our plan focuses on

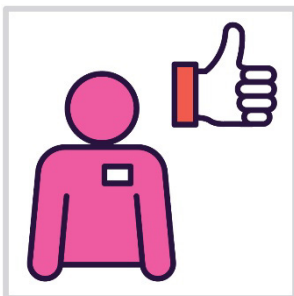
Our plan focuses on 5 important areas:



1. Accessible and inclusive communities

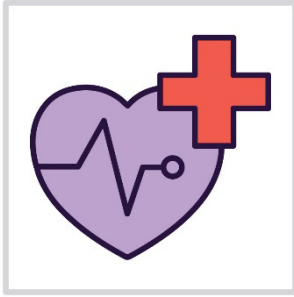


2. Learning and working



3. Good supports and services





4. Better health and wellbeing



5. Safety and rights



We explain these important areas on the following pages.

1. Accessible and inclusive communities



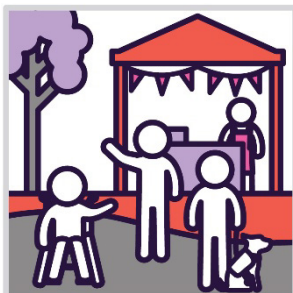
We want people with disability in South Australia to be able to:

- take part in their community
- feel connected to their community.



We want people in the community to recognise the strengths and abilities of people with disability.

What we will do



We will train our staff to plan and run events that are:

- inclusive
- accessible.





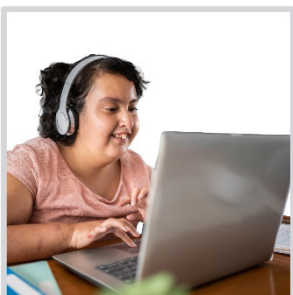
We will train our staff to understand different types of disability.



We will keep improving our buildings and spaces to make them more accessible.



We will work with people with disability to update our maps that show accessible spaces.



We will:

- make websites accessible
- make online classes more accessible.



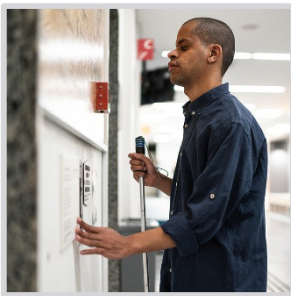
We will support students and staff with disability to safely take part in activities off campus.





This includes making **reasonable adjustments**.

Reasonable adjustments are changes to make work or study more accessible.



We will make sure students know how to get around our buildings and spaces safely.



We will ask staff and students with disability to give us **feedback** on the way we do things.

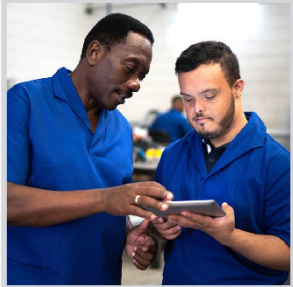


When you give feedback, you tell someone what they:

- are doing well
- can do better.



2. Learning and work



We want people with disability to have a fair chance to:

- learn new skills
- work and earn money.

What we will do



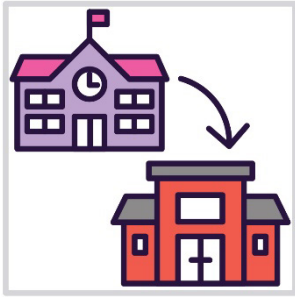
We will keep training our staff to support students with disability.



We will show people with disability in the community what they can learn at TAFE.



We will make sure students with disability in areas far away from cities or towns can use our support services.



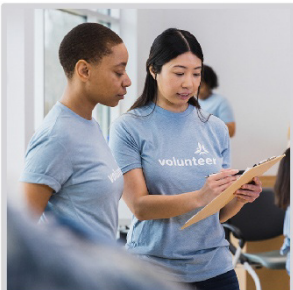
We will support students with disability to move from school to TAFE.



For example, showing them around our buildings and spaces.



We will work with other organisations to help students find jobs.

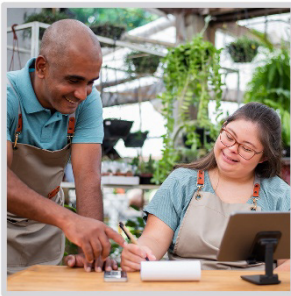


We will support students to connect with **volunteer** opportunities.

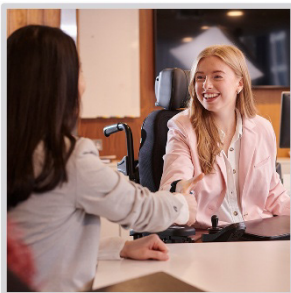
When you volunteer, you:

- work but you don't get paid
- do work that helps the community.

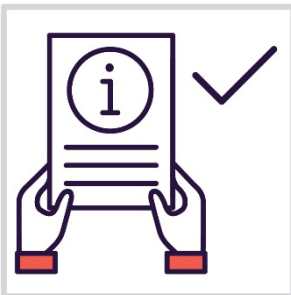




We will create more jobs for people with disability at TAFE.



We will make the way we hire people more inclusive.



We will make sure the way we collect information about staff and students is inclusive.



We will also make sure this information is **confidential**.

Confidential means something is:

- private
- not shared with other people.



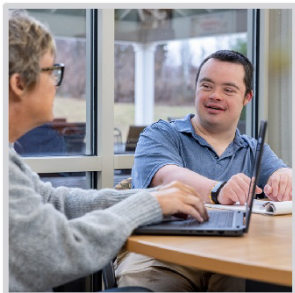
3. Good supports and services



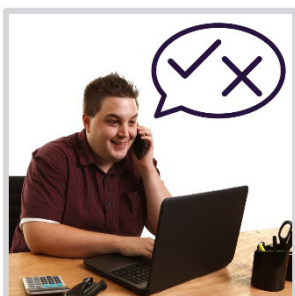
We want services in South Australia to focus on what each person:

- can do well
- needs.

What we will do



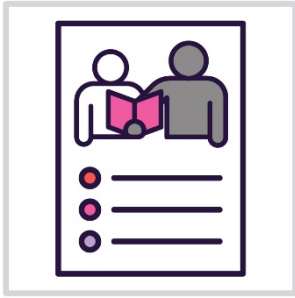
We will work with other organisations to make sure students with disability can use supports and services.



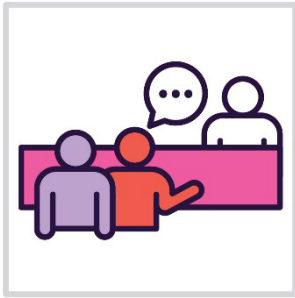
We will support people with disability to:

- make their own choices
- find and use services.

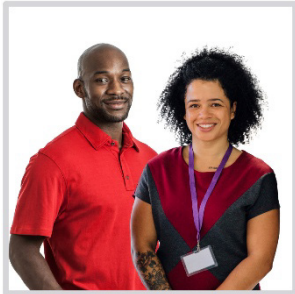




We will make sure staff have plans about including each student with disability in learning.

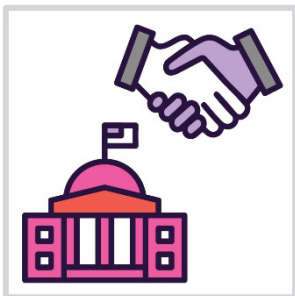


Students can bring a support person to meetings with us.



For example:

- a family member
- a carer.

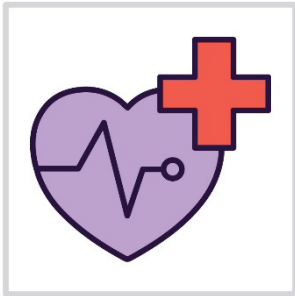


We will work with the government to make sure programs and services are:

- accessible
- inclusive.



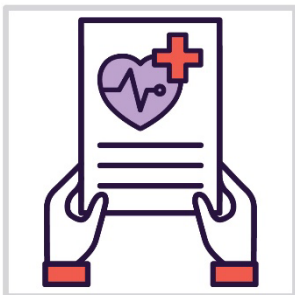
4. Better health and wellbeing



We want people with disability to have good:

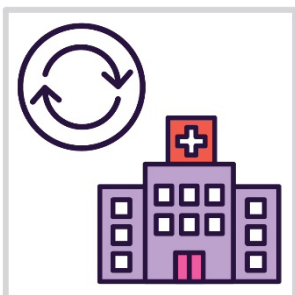
- health
- wellbeing.

What we will do

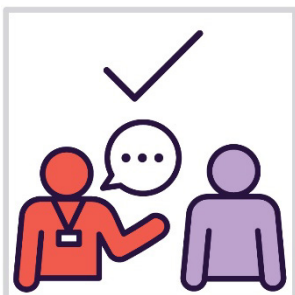


We will provide:

- health programs for staff
- information about health and wellbeing.

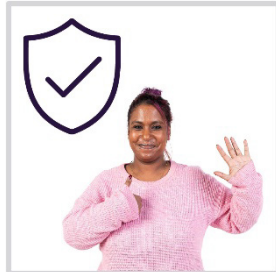


We will make reasonable adjustments for people with disability who need healthcare.



We will set up a way to connect people with complex support needs to the right services.

5. Safety and rights



We want people with disability to feel safe.



We also want to protect the **rights** of people with disability.

Rights are rules about how people must treat you:

- fairly
- equally.

What we will do



We will make it easy for people with disability to give us feedback on our support services.

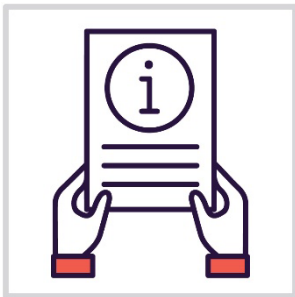


We will make sure staff and students know about disability rights.

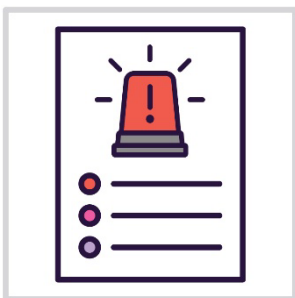
This includes:



- making sure our rules support disability rights



- sharing information about disability rights.



We will make support plans that keep people with disability safe during an **emergency**.

An emergency is a dangerous situation that no one expects to happen.





We will support people with disability access support when using the **justice system**.



The justice system makes sure everyone is treated fairly and follows the law.



The justice system includes:

- prisons
- courts
- police.

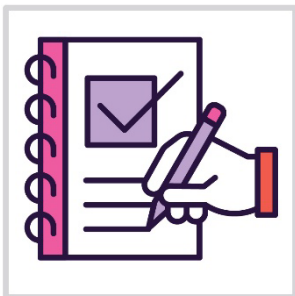


How we will make sure our plan works well



We will make sure our staff understand:

- why the plan is important
- what they need to do.

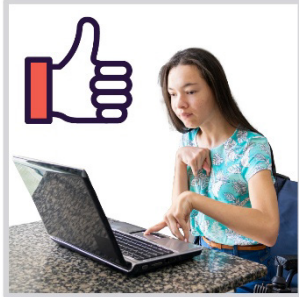


We will write a report every year about how well we are reaching the goals in the plan.



Word list

This list explains what the **bold** words in this plan mean.



Accessible

When our work is accessible, it is easy for staff and students to:

- find and use things
- understand what we are doing.



Confidential

Confidential means something is:

- private
- not shared with other people.



Emergency

An emergency is a dangerous situation that no one expects to happen.



Feedback

When you give feedback, you tell someone what they:

- are doing well
- can do better.



Inclusive

When our work is inclusive, staff and students can:

- take part
- feel like they belong.



Justice system

The justice system makes sure everyone is treated fairly and follows the law.

The justice system includes:

- prisons
- courts
- police.



Reasonable adjustments

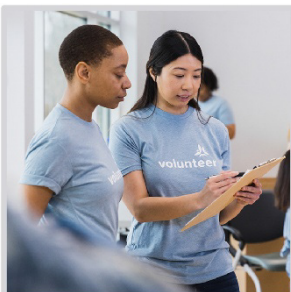
Reasonable adjustments are changes to a workplace or school so people can work or study there.



Rights

Rights are rules about how people must treat you:

- fairly
- equally.



Volunteer

When you volunteer, you:

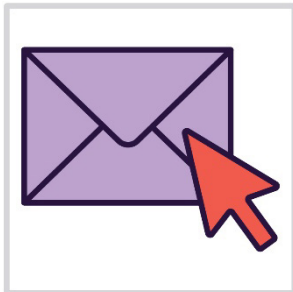
- work but you don't get paid
- do work that helps the community.

Contact us



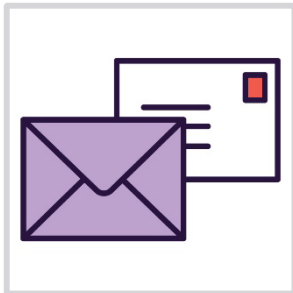
You can call us.

1800 882 661



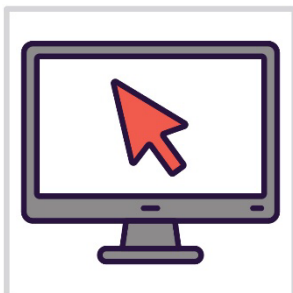
You can send us an email.

info@tafesa.edu.au



You can write to us.

TAFE SA Executive Suite
GPO Box 1872
Adelaide SA 5001



You can visit our website.

www.tafesa.edu.au/about-tafesa/contact-us





You can find information about how to give us feedback on our website.

www.tafesa.edu.au/feedback



If you are deaf, or have a hearing or speech impairment, you can contact us through the National Relay Service.

www.accesshub.gov.au



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