

FACT SHEET:

Support Planning for VETRO applications



Supporting school students while they study Vocational Training is a collaboration between schools and TAFE SA. There are two distinct Support Needs processes which occur during the VETRO application process.

Support Needs Assessment

School VET Coordinators identify in the VETRO Part A referral that a student may have additional support needs (through identification of the student having a Negotiated Education Plan, a known disability, and/or is under the Guardianship of the Minister or other additional support needs identified by the students school).

Part A referrals will trigger contact from the TAFE SA Counselling & Inclusion team with the student and their family to develop a 'Strategies for Success' Plan. This is a voluntary process, developing strategies for the student and their TAFE SA educators to support the student's success at TAFE SA. Strategies for Success Planning will incorporate:

- **Non-Vocational Support Strategies:** Strategies for interpersonal issues, social or financial issues, study skills development, in-class coping strategies, transitioning into adult learning, and living with mental health/disability
- **Vocational Support Strategies: Students with diagnosed medical conditions/disability** can be supported through development of an Access Plan, to identify reasonable in-class adjustments and/or services (eg Auslan Interpreting).

Strategies Encouraged by TAFE SA (for Vocational & Non-Vocational Support Needs):

- Independent strategies for success at TAFE SA.
- Using technology to assist with reading & writing
- Counselling & Inclusion support appointments
- Identifying and using coping strategies to manage study (study skills, organisation)
- Identifying in class strategies (note-taking, use of technology, asking questions)
- Support from TAFE SA Libraries & Study Skills Hubs
- Initiating regular communication with lecturer about challenges being experienced

Access Plan adjustments can be provided by TAFE SA for Diagnosed Medical Conditions/Disability:

Further appointment required after enrolment to identify reasonable in-class adjustments & support, such as:

- Access to specialised technology in the classroom (computers, software, hearing enhancers)
- Additional time to undertake tasks (assessments, reading materials)
- Adjustments to assessments (verbal assessment, visual aides)

Language Numeracy Literacy (LLND) Assessment

Vocational (LLND) barriers that are not associated with a diagnosed disability/medical condition will be addressed through the LLND Assessment. Schools will be asked to demonstrate how you will support your student through those vocational barriers.

Support provided by school (for Vocational Support Needs identified by LLND Assessment) may include:

- Additional Maths/English/Computer Skills classes
- Learning Support
- SSO help and/or help with TAFE SA Workbooks/Learn navigation
- Encouragement and development of technology skills to support learning
- Continuation of existing support activities

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