

PP73 REASONABLE ADJUSTMENT POLICY

SCOPE

This policy applies to all staff and students of Southern Cross Education Institute.

POLICY

This policy ensures that Southern Cross Education Institute provides learners with a disability:

- The same learning opportunities as learners without a disability
- The same opportunity to perform and complete assessments as those without a disability

Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability.

'Reasonable adjustment', as defined through the Disability Discrimination Act 1992, relates to a measure or action taken by an education provider to assist a learner with a disability (Disability Standards for Education, 2005).

PROCEDURE

Southern Cross Education Institute enables reasonable adjustments to be made to assessment procedures for people with special needs such as people with disabilities or with language or literacy difficulties.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with a disability to the maximum extent that those adjustments do not cause that education provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

The Disability Discrimination Act 1992 includes a very broad definition of disability, including illness or disease, past disability and present disability. VET participants could have a range of disabilities such as:

- learning disabilities
- sensory impairments(including vision, hearing or speech impairment)
- physical or mobility impairments
- psychological or psychiatric impairments(or mental illness)
- disabilities, such as cerebral palsy or head injury, which may result in multiple impairments
- medical conditions such as HIV or AIDS, cancer, or chronic fatigue syndrome (which may result in multiple disabilities)
- intellectual disabilities.

Southern Cross Education Institute treats every case relating to reasonable adjustment individually. Learners can inform Southern Cross Education Institute of their disabilities through Application to Study (FOR217, FOR68, ADEFOR68, FOR57) and Enrolment Agreement Form (FOR01, FOR69, ADEFOR69, FOR56). Learners are expected to provide all relevant evidence related to their disability. This information is to be passed on to Welfare Department, who will consult with a range of experts to verify needs. The Welfare Department and the Academic Manager will then determine the reasonable adjustment required.

Consideration in the decision making process will include learners special needs such as:

- Writing
- Reading
- Hearing
- Communicating with others or getting ideas across
- Moving or manipulating objects
- Paying attention / staying on track
- Sitting for long periods
- Moving around the learning environment
- Remembering / retention
- Dealing with frustration

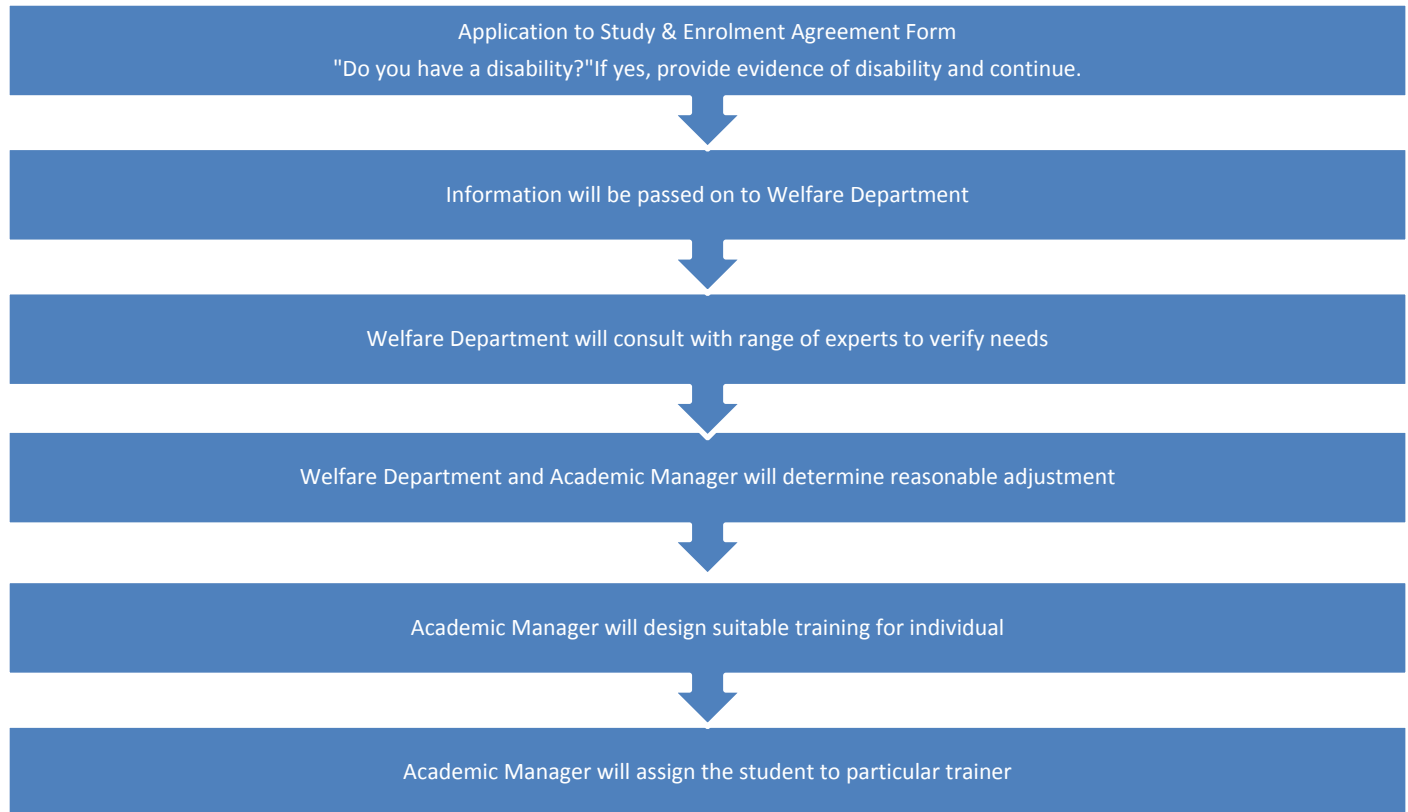
The Academic Manager will design a suitable training for individuals and assign the student a particular trainer.

Minutes will be taken of all meetings held and any related documentation including file notes will be kept in separate welfare student file (restricted access). As part of professional development, each trainer will be made aware of policy relating to this process. If the course is not suitable for the particular learner, Southern Cross Education Institute will offer counselling about alternative training and career path options.

The following examples may be applied for reasonable adjustment:

- Modifying workstations
- Modifying premises
- Modifying or providing equipment
- Adapting delivery strategies
- Ensuring that course activities are sufficiently flexible
- Providing additional support to learners where necessary
- Customising resources and activities within the training package or accredited course
- Modifying the presentation medium
- Making information accessible both prior to enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

The following chart is a visual representation of the process.



Review

This Policy and Procedure will be reviewed annually in line with the SCEI Continuous Improvement Plan