

SPECIAL SUPPORT POLICY AND PROCEDURE

1. Policy Purpose

- 1.1. This policy Outlines the circumstances under which students are identified as needing special support for participation in courses at DNA Kingston Training.

2. Definitions

- 2.1. (Sourced from the Disability Standards) **Disability**, in relation to a person, means:
 - Total or partial loss of the person’s bodily or mental function: or
 - total or partial loss of a part of the body; or
 - the presence in the body of organisms causing disease or illness; or
 - the presence in the body of organisms capable of causing disease or illness; or
 - the malfunction, malformation or disfigurement of a part of the person’s body; or
 - a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
 - a disorder, illness or disease that affects a person’s though processes, perception of reality, emotions or judgement or that result in disturbed behaviour; and
 - includes a disability that presently exist or previously existed but no longer exist, may exist in the future or is imputed to a person.
- 2.2. **Reasonable adjustment** – an adjustment is a measure or action taken to assist a student with a disability to participate in training on the same basis as other student. An adjustment is reasonable if it takes into account the student’s learning need and balances the interests of all parties affected, including the student, the provider, staff and other students

3. Identification of special needs

- 3.1. All the time of enrolment, every student is required to complete an Application for Admission, which is a contract between both parties for the delivery of vocational training and assessment services. Implicit within this contract is the corporate policy to assist learners to attain the bast possible outcome from the training service provided.

4. Language, Literacy and Numeracy

- 4.1. Applicants identified with special need in regard to language, literacy or numeracy will be provided with assistance to maximise the possibility of a successful outcome to the training. It should be noted that the above do not constitute a disability. Without the accompaniment of a disability, each is a disadvantage and is not addressed by the Disability Standards.
- 4.2. Senior manager of Studies and International Manager will consult with each student in private, Discussion will focus on the student’s need(s), his/her view of the assistance required, and how best to address the need9s). Possible options could be additional English language classes, special tutoring, and/or outsourcing of specialised assistance.

5. Disability

- 5.1. Each individual with a disability will have different needs, so it is not possible to implement a set of specialised services which will suit all students with disabilities. Instead, the following process recommended withing the Disability Standards will be employed:
- Step 1: Consultation with the student – regarding all relevant circumstances and interests, including the student’s needs, the disability (if applicable) and his/her views on the assistance required;
 - Step 2: Consideration of whether a reasonable adjustment is necessary – would need adjustment be reasonable and to what extent would it achieve the aims?
 - Step 3: Identification of a reasonable adjustment if it is necessary – is there any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student?
 - Step 4: Making the reasonable adjustment – within a reasonable time according to the provision of relevant information in the student’s possession about how they would be affected in relation to training.
- 5.2. This process must be repeated at regular intervals to ensure continuity in meeting the changing needs of the learner.
- 5.3. Further information on working with people with a disability and information on agencies provided support for people with disabilities can be obtained from the following national website <http://www.acrod.org.au/>
- 5.4. Final decision will be at the discretion of the college to enrol student with disabilities. Safety of student and College suitably will be considered case by case, regarding the student disability presented

6. Reasonable Adjustment

- 6.1. It is expected that a person with disability will be able to advise DNA Kingston Training in regard to what adjustment he or she needs to be able to participate in the training and Assessment. If necessary, the college will seek advice from government agencies or support organisations to determine what need to be done to accommodate the requirement of the individual.
- 6.2. The following factors will be considered:
- The nature of the individual’s disability;
 - The information provided by, or on behalf of, the student about how the disability affects his/her ability to participate;
 - The student’s (or associate’s) views about the adjustment;
 - Information provided by the student about his preferred adjustment;
 - The effect of the adjustment on anyone else affected;
 - The effect of the adjustment on the student, their ability to participate, achieve learning outcomes and operate independently;
 - The cost and benefits of making the adjustment.

6.3. Reasonable adjustment activities could involve:

- Providing additional lighting;
- Providing an adjustable workstation or special seating;
- Modifying equipment or providing special adaptive technologies such as voice activated computer software, special keyboard, large screen monitor or associated aids;
- Providing special assistance such as an interpreter for deaf candidates and provision of paper-based material in advance of face-to-face sessions adapting the training methodologies, without impacting on the delivery of the essential skills, knowledge and understanding required for the relevant competencies adapting the assessment methodologies, without impacting on the validity of the attainment of the relevant competencies. For example: allowance of extra time, varying question and response modalities (such as use of oral questioning rather than written, audiotaped or videotaped answers instead of written answers);
- The possibilities are considerable and staff members need to think laterally. For example: a learner with a physical impairment may not be able to physically undertake a certain activity, but they may be able to direct someone else to do so. In some cases, this will meet the requirements of the unit of competency, such as for a supervisor who needs to know how to do something but does not have to physically do it.

7. Unjustifiable Hardship

- 7.1. Once an adjustment is considered reasonable in the circumstances, balancing the interest of all parties affected, the next step is to consider whether it would nonetheless impose unjustifiable hardship on the provider
- 7.2. Where a claim of unjustifiable hardship is made, a provider should take into account all the financial and other resources that are reasonable available for the purpose of making any necessary adjustments for the student, and the impact of those adjustments on their capacity to provide education of high quality to all students while remaining financially viable

8. Administration

- 8.1. This Policy and related documentation is accessible by student on the college website.
- 8.2. Staff will be advised of this policy and related procedures via email and staff information sessions.

Kingston Training and Employment Pty Ltd



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Policy Title	Special Support Policy and Procedure
Policy Renewal	Every 2 years
Responsibility	College Manager

Record of updates and changes

Version No.	Issue Date	Nature of Amendment
Version 03	June 2016	Document reformatted
Version 04	Feb 2019	Reviewed and updated
Version 05	July 2022	General review