



RTO/CRICOS 21834, 02815M
Policy Number: MITP83
Policy Name: **Students with disabilities and special learning needs Policy**
Relevant State / Federal Govt. Disability Standards 2005
Legislation
Contact Officer: Planning, Development and Compliance Manager
Student Services Coordinator
Marketing and Admissions Officer
Date Approved: 28th April 2017
Date of Next Review: 28th April 2019
Related Policies: N/A

Version Control and Change History			
Version Number	Approval Date	Approved by	Amendment
1	27/4/15	PEO	Creation of policy
2	8/2/16	PEO	Update to clause 3.3 for Pre-Training reviews to align with VTG requirements
3	27/4/17	PEO	Updated to clause 4.0 for responsibilities

1.0 PURPOSE

The Disability Standards for Education (2005) (the Standards) are formulated under the Disability Discrimination Act 1992 (DDA). The primary purpose of the Standards is to clarify, and make more explicit, the obligations of education and training service providers under the DDA and the rights of people with disabilities in relation to education and training. Menzies Institute of Technology will adopt a fair and equal process for students with disabilities and special needs to determine if a reasonable adjustment is required.

2.0 DEFINITIONS & KEY WORDS

2.1 “The Institute” refers to Menzies Institute of Technology.

2.2 “DDA” refers to the Disability Discrimination Act 1992

3.0 PROCEDURE

3.1 Standards for enrolment participation, curriculum and support services

The Institute is required to take reasonable steps to ensure that students with disabilities are provided with opportunities to realise their individual potential through their participation in education and training on the same basis as students without disabilities, and that they are not subject to discrimination. This includes an obligation to make reasonable adjustments where necessary to ensure that students with disabilities are able to participate in education and training on the same basis as students without disabilities.

3.2 Obtaining disability information

When considering an adjustment for a student with a disability, the Institute is entitled to information about the student's disability and individual requirements if that information is directed towards:

- providing the adjustment, including assessing the nature and extent of the adjustment needed and assessing the Institute's capacity to provide the adjustment; and
- an assessment that is intended to clarify the student's ability to comply with any non-discriminatory requirements of a course or training program.

Any confidential information provided to Institute for the purposes of making adjustments should not be disclosed except for the purposes of the adjustment or in accordance with a lawful requirement.

3.3 Processes for Pre-Training Review and Individualised Training Plans

- Understanding the nature of the student's disability
- Informing provided by, or on behalf of, the student about how the disability affects the student's ability to participate
- Views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the student with disability to access and participate in education and training opportunities on the same basis as students without disabilities
- Information provided by, or on behalf of, the student about his or her preferred adjustments
- The effect of the proposed adjustment on the student, including the student's ability to participate in courses or programmes and achieve learning outcomes
- The effect of the proposed adjustments on anyone else affected, including the Institute, staff and other students
- Costs and benefits of making the adjustments
- These processes are to be documented in the Pre-Training Review and discussed with the student through the Training Plan prior to the student accepting the enrolment into the program. The Pre-Training and Training Plan is to be signed off by one of the staff (Student Services Coordinator, Marketing and Admissions Manager, PDC Manager).
- If the adjustments required are deemed to be unreasonable then all attempts must be made to provide alternative adjustments to the students or other pathways.
- Monitoring the effectiveness of the reasonable adjustments through feedback with the student, or an associate of the student and recording these items on the Training Plan.

4.0 RESPONSIBILITIES

- The Planning, Development and Compliance Manager is responsible for overseeing the policy and following of protocols and processes.
- The Student Services Coordinator and Marketing and Admissions Officers are responsible for conducting the Pre-Training Review and creation of Individualised Training Plans.
- The Student Services Coordinator is responsible for following up on the effectiveness of the reasonable adjustments and record items as required on the training plans.
- The Planning, Development and Compliance Manager is responsible for overseeing the range of support services provided and monitoring of performance of these services.