



Disability Action Plan 2010 - 2012

Disability Action Plan William Angliss Institute

Overview

William Angliss Institute is committed to ensuring access and increasing the educational success of students with a disability. This document provides an overview of William Angliss Institute's Disability Action Plans and the road ahead.

**“With one-in-five Australians reported as having some kind of disability, it makes no sense to continue with practices that fail to take them into account.”¹
(Office for Disability, Victorian Government)**

The following principles guide this Disability Action Plan:

- WAI endeavours to have all education opportunities and activities accessible for students with a disability who meet relevant entry requirements.
- WAI aims to have no student discriminated against due to their disability, while respecting students right to privacy and confidentiality.
- WAI provides support services which increase educational opportunities and provide students with the opportunity to perform at their optimum level, including an investment in adaptive technologies.
- One academic standard shall prevail for all students, but flexibility in arrangements may be made for students with a disability.
- Inclusive employment practices will increase access for staff with a disability and staff diversity.

Background

Through the Disability Discrimination Act (DDA), it is recognised that people with disabilities should, as far as possible, have access to the same services, facilities and opportunities as their fellow citizens. Hence the Act's objectives are:

- a) to eliminate, as far as possible, discrimination against persons on the grounds of disability;
- b) to ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law; and
- c) to promote recognition and acceptance within the broader community that persons with disabilities have the same fundamental rights as the rest of the community.

The Disability Standards for Education were developed with the aim of:

- clarifying the DDA regarding the obligations of providers and the rights of people with disabilities in the area of education and training, by providing guidelines for compliance; and
- affirming and strengthening the commitment to people with disabilities in education and training, by allowing them opportunities to realise their potential on the same basis as people without disabilities.

Disability Action Plan 2006 - 2009

Skills Victoria (then OTTE) required that during 2005 each provider develop a Disability Action Plan based on compliance measures. William Angliss Institute's Disability Action Plan 2006 – 2009 asserted the rights of students with a disability, encouraging equal participation in education for all students. It articulated the new levels of responsibility for staff. This Disability Action Plan allowed the Institute to focus on the development of greater inclusiveness, by building capacity to respond to people with disabilities.

The 2006-2009 Action Plan focused change throughout the Institute, in particular to deal with:

- Enrolment (related to such areas as information and procedures)
- Participation (courses and program activities allowing greater participation, negotiation with individual students, substitute activities)
- Curriculum development and delivery (adaptation of curriculum, materials, assessment, teaching strategies)
- Student support (staff awareness, service provision, equipment, trained staff)
- Minimisation of harassment, victimisation (policies and procedures, code of conduct, complaints procedures, student and staff information)

There were many documented successes throughout this period including new enrolment procedures, more accessible buildings, and increased availability of accessible publications.

Disability Action Plan 2010 – 2012

The new Disability Action Plan extends the previous goals, focusing on selection standards, meaningful participation in classrooms and reasonable adjustment, meeting student's physical requirements and increased and sustained staff training. In formulating this Action Plan, there has been extensive consultation with students with disabilities and staff.

The plan is divided into the following action groups:

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- 2 Students**
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A truly effective Disability Action Plan mainstreams capacity building activities rather than seeing them as a specialist function. Successful disability planning therefore, needs to be an integral part of the Institute's strategic planning. In line with this, the Institute's Disability Action Plan features in the Institute's Strategic Plan, addressing the strategic theme of corporate and social responsibility. Actions from the following Disability Action Plan should be included in relevant operational Department Action Plans.

Relevant William Angliss Institute Policies

Support for Students with Special Needs Policy and Procedure
Managing Diversity for Students Policy
Student Complaints Policy and Procedure
Staff Induction Handbook

1. Sourced from Office for Disability, Victorian Government
http://www.officefordisability.vic.gov.au/docs/Adapting_to_Disability.pdf accessed on 27.10.09

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1.1 Staff: All Staff Actions

No	Objective	Actions	Performance Measure	Timeframe	Responsibility
1.1.1	Staff are aware of the Institute's obligations under the Disability Discrimination Act (DDA) 1992 and the Disability Standards for Education (DSE) 2005	Provide information to staff regarding the rights and responsibilities of people with a disability and obligations under the DDA and DSE	Info in staff orientation pack	Ongoing	Manager HR
			Online compulsory training on DDA and DSE to new staff	Ongoing	Manager HR
			DDA information to be available on the intranet (policy and update)	Annual update	Manager HR
1.1.2	Ongoing training of disability awareness for all staff of the Institute	Ensure that training programs continue to make reference to disability awareness where appropriate and staff are encouraged to attend	Promotion of a disability session in L&D calendar	Annual	Learning and Development Committee / Angliss Management Group

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1.2 Staff: Teaching Delivery Actions

No	Objective	Actions	Performance Measure	Timeframe	Responsibility
1.1.3	Students with disabilities are provided with fair, valid and reliable alternative teaching and assessment arrangements	An adaptable system of reasonable adjustment for eligible students as detailed in Support for Students with Special Needs Policy is maintained	Teachers make appropriate changes to teaching and assessment strategies and/or provide alternative assessments	Ongoing	Program Coordinators Teachers
			Support Service Arrangement forms developed	As needed	Learning Support
			Information is provided to teaching staff and acted upon	As needed	Senior Educators
			Information on procedures and timelines provided to students and staff prior to course commencement through the Learning Support, website and student portal	Annually reviewed	Manager Student Support Services

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No	Objective	Actions	Performance Measure	Timeframe	Responsibility
1.1.4	Support network allows teaching staff, support staff, and Learning Support to support students with a disability	<p>Full time Learning Support to liaise with departments in disability role</p> <p>Learning Support to be invited to attend teaching and academic staff meetings on a needs basis</p>	<p>Senior Educators work with Learning Support and disseminate information as required</p> <p>Regular communication and up to date confidential information to be securely stored by SE's and Learning Support</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Managers Senior Educators Learning Support</p> <p>Senior Educators Learning Support</p>
1.1.5	Inclusive and responsive teaching practice is incorporated into planning and delivery of all courses	<p>Teachers to undertake sessions on inclusive teaching practices</p> <p>Guides for teaching and learning practices of students with disabilities are promoted and used</p> <p>Review current policies and procedures related to teaching and learning to ensure compliance with the DDA and the DSE</p> <p>Universal design and Inclusive practice is built into planning and continuously improvement of courses</p>	<p>1 session completed</p> <p>Information developed and published</p> <p>Policies reviewed</p> <p>Course outlines are compliant</p> <p>Moderation process seeks proof of inclusive practice</p>	<p>Annually</p> <p>Annually</p> <p>February 2010 and annually</p> <p>Ongoing</p>	<p>Managers Teaching Department</p> <p>Manager Student Support Services Learning Support Teaching Staff</p> <p>Director Teaching and Learning Manager Curriculum, Research and Learning Services</p> <p>Director Teaching and Learning</p> <p>Manager Curriculum Design and Development</p>

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1.3 Staff: Facilities, Infrastructure and Security Actions

No	Objective	Actions	Performance Measure	Timeframe	Responsibility
1.3.1	Access to physical environment is continually improved	<p>A percentage of capital expenditure is allocated for improving access each year.</p> <p>Review access to the campus and access audit annually to ensure compliance with the DDA and Australian Building Codes</p> <p>Establish timelines and funding requirements for immediate / urgent modifications</p> <p>Ensure that the Institute's facilities planning (new buildings and refurbishments) and funding processes includes consideration of the needs of people with a disability</p> <p>Ensure all staff are aware of the need to contact Facilities physical access problems arise</p>	<p>Funding for following year allocated</p> <p>Review completed</p> <p>Modifications completed</p> <p>New building and refurbishments comply with DDA and Australian Building Codes</p> <p>Procedure is in place and monitored through annual quality review.</p>	<p>October annually</p> <p>Annually</p> <p>From January 2010 and ongoing</p> <p>Ongoing</p> <p>Annual Review</p>	<p>Director Angliss Corporate</p> <p>Manager Property Services</p> <p>Director: Angliss Corporate Manager Property Services Supervisors</p> <p>Director: Angliss Corporate Manager Property Services</p> <p>Manager Property Services</p>

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No	Objective	Actions	Performance Measure	Timeframe	Responsibility
1.3.2	Ensuring the personal safety of students and staff with a disability on campus	<p>Ensure that Emergency Evacuation procedures and training for Fire Wardens incorporates responding to the needs of people with a disability (eg in a wheelchair, vision or hearing impairment, intellectual disability) during an evacuation.</p> <p>Provide support for people with a disability in emergency or crisis situations</p> <p>Provide security escorts for people with disabilities upon request</p>	<p>Evacuation Procedures reviewed annually</p> <p>Emergency Plans for 'at risk' students developed in line with Emergency Plan</p> <p>Security escorts available upon student, staff and visitor requests</p>	<p>Annual review</p> <p>Develop plan and annual review</p> <p>Ongoing</p>	<p>Manager Property Services</p> <p>Manager Property Services</p> <p>Security</p>
1.3.3	Appropriate technology and communication services are provided for students with a disability	<p>Ensure functionality for people with disabilities in the University's Standard Operating Environment (SOE)</p> <p>Provide appropriate IT support for students with disabilities and ensure that laboratories are accessible</p> <p>Work with the Disability Liaison Librarian and/or Learning Support Teachers to research and respond to adaptive technology options</p>	<p>Functionality specified and implemented</p> <p>Adaptive technology equipment set up and maintained / adjustments and modifications to labs as required</p> <p>One meeting with relevant staff each semester / requests acted upon in a timely manner</p>	<p>Ongoing</p> <p>As required and on-going</p> <p>Each semester</p>	<p>ICT Manager</p> <p>ICT Manager</p> <p>ICT Manager Access Librarian Learning Support</p>

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1.4 Human Resources Employment Actions

No	Objective	Actions	Performance Measure	Timeframe	Responsibility
1.4.1	Reduce barriers to people with disability obtaining and maintaining employment	Current Managing Diversity policy in place	Current policy accessible on intranet	Ongoing	HR Manager/ Coordinator
		Recruitment & Selection policy based on merit	Current policy accessible on intranet	Ongoing	HR Manager/ Coordinator
		Information available for people with disability at staff induction	Information in induction kits	Ongoing	HR Manager/ Coordinator
		Communicate Institute's support for people with disability to recruitment providers	Information sheet to recruitment providers	January 2010	HR Manager/ Coordinator
		Support for reasonable adjustment published in pre employment information	Information on e-recruitment system	Ongoing	HR Manager/ Coordinator
		Provision of reasonable accommodation for staff with disability	HR and/or external expert involvement as required	As required	HR Manager/ Coordinator
		Measure effectiveness of actions to support staff with disability	Number of staff with disability Retention of staff with disability	Annually	HR Manager/ Coordinator

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2.1 Students: Pre-enrolment Actions

No	Objective	Actions	Performance Measure	Timeframe	Responsibility
2.1.1	WAI publications and promotional material include information about inclusive practices and access to services for students with disabilities in accordance with the DDA and the DSE.	Provide information on inclusive practices and access to services in WAI publications including: <ul style="list-style-type: none"> • capability statement • annual report • website • student diary • campus maps • staff induction information • material for prospective and enrolled students 	All publications are compliant with the DDA and the DSE	June 2009 and on-going	Manager Marketing and Communications
2.1.2	Ensure that all publications and information materials are fully accessible	Make accessible versions of key printed publications available Maximise compliance of the web site with W3C accessibility standards Develop a disability access campus map in big print and appropriate format showing wheelchair access and location of toilets and other facilities for people with disabilities	Accessible versions available W3C compliant platform in use Create and disseminate Disability Access Maps. Provide an electronic copy of maps on website and student portal Create and disseminate Disability Access Maps.	As required At new website launch January 2010 January 2010	Manager Marketing and Communications Manager Marketing and Communications Manager Multimedia
2.1.3	Selection processes assist students to make appropriate course selections and access support early.	Ensure consistency with selection processes for students with a disability.	Develop selection standards for selection staff.	December 2010	Manager Student Administration and Records Manager Student Support Services

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2.2 Students: Enrolment Actions

No	Objective	Actions	Performance Measure	Timeframe	Responsibility
2.2.1	Admission and enrolment procedures do not discriminate against people with a disability and appropriate support is provided when required	<p>Provide enrolment policies which are compliant with the DDA and the DSE</p> <p>Provide training for enrolment and selection staff so they are aware of their responsibilities of the DDA and the DSE</p> <p>Include information about WAI's obligations and responsibilities when selecting and enrolling students with a disability for selection officers and enrolment staff</p>	<p>Annual audit ensures compliance</p> <p>Training sessions</p> <p>Development of 'equitable selection' guidelines', reviewed annually, in consultation with Learning Support</p>	<p>Sept each year</p> <p>Bi-annually before enrolment</p> <p>June 2010</p>	<p>Manager Student and Administration Services</p> <p>Manager Student and Administrative Services Managers Teaching Departments Senior Educators</p> <p>Manager Student and Administrative Services</p>
2.2.2	Provide uncomplicated and accessible enrolment procedures for students with disabilities	<p>Maintain disability friendly enrolment procedures:</p> <ul style="list-style-type: none"> • Include disability services information in all interview sessions with prospective students and provide Learning Support. • Display disability support information at enrolment and orientation <p>Ensure that printed material is available in alternative formats</p> <p>Provide accessible and accommodating enrolment practices</p>	<p>Information provided</p> <p>Alternative formats available</p> <p>Ensure enrolment venues are accessible and provide support staff upon request</p>	<p>Ongoing</p> <p>As required</p> <p>As required</p>	<p>Manager Student and Administrative Services</p> <p>Enrolment Coordinator</p> <p>Learning Support</p> <p>Manager Student and Administrative Services</p> <p>Manager Student and Administrative Services</p>

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No	Objective	Actions	Performance Measure	Timeframe	Responsibility
2.2.3	Services for students with disabilities are identified prior to enrolment	Include information about WAI disability services in the VTAC guide	Information provided	Ongoing	Manager Student and Administrative Services Enrolment Coordinator
		Provide special entry for students with disabilities	Process available	Ongoing	Manager Student and Administrative Services Enrolment Coordinator
		Students can access support services upon enrolment	Enrolment form provides space to disclose disability (if desired)	Ongoing	Manager Student and Administrative Services

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2.3 Students: Support Actions

	Objective	Actions	Performance Measure	Timeframe	Responsibility
2.3.1	Students with disabilities are provided with up-to-date information on support services	Up-date information on WAI support services on the WAI website, student portal, in the WAI diary and Learning Support brochures	Updates completed	On-going	Manager Student Support Services
	Students have opportunities to inform WAI of disability related issues	Conduct student satisfaction surveys and improve services to students and expand alternative and innovative methods of service delivery	Surveys conducted, analysed and appropriate improvements planned	Annually	Manager Student Support Services Learning Support
2.3.2	Reasonable adjustments are made to enhance access for students with disabilities to support services	Investigate activities and sporting services available to people with disabilities	Data base compiled	On-going	Student Activities Coordinator
		Increase access to on campus student activities	Adjustments are made, recorded and monitored	Ongoing	Student Activities Coordinator
		Make reasonable adjustments to accommodate students with disabilities on trips, tours and other off-campus activities	Adjustments are made, recorded and monitored	On-going	Student Activities Coordinator

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	Objective	Actions	Performance Measure	Timeframe	Responsibility
2.3.3	Maximise appropriate counselling and support services for students with disabilities to enhance their academic success	<p>Client contact card encourages identification of disabilities</p> <p>Promote counselling service as a tool for enhanced academic success and well being to students with disabilities</p> <p>Seek out information and PD opportunities to enhance counsellors' skills in the area of disabilities</p> <p>List accommodation options for people with disabilities in the William Angliss Institute Accommodation Guide</p>	<p>Number of students with disabilities identified</p> <p>Information specifically on disabilities prominently displayed in waiting room</p> <p>PD completed</p> <p>Guide revised</p>	<p>Annually</p> <p>On-going</p> <p>On-going</p> <p>Annually</p>	<p>Senior Counsellor</p> <p>Senior Counsellor</p> <p>All Counsellors</p> <p>Senior Counsellor</p>

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	Objective	Actions	Performance Measure	Timeframe	Responsibility
2.3.4	Provide careers and employment services accessible to all WAI students	<p>To research and provide information about organisations who specialise in providing careers and employment services to people with special requirements.</p> <p>Links on CareerHub are provided to the organisations identified above</p> <p>Provide information about access to events</p> <p>Ensure that students are aware that CareerHub can be adapted to text only format</p>	<p>Handout available upon request</p> <p>Link and handout accessible to students using CareerHub</p> <p>Invitations, flyers, etc. to promote events are clear about accessibility.</p> <p>Handouts detail access to CareerHub in text format</p>	<p>Ongoing</p> <p>February 2009</p> <p>Ongoing</p> <p>Ongoing</p>	Careers Advisor
2.3.5	Awareness of the needs of students with disabilities is raised amongst the student body in general	<p>Hold an annual disability awareness activity</p> <p>Increase awareness of support and advocacy for students with disabilities.</p>	<p>One campus day per year</p> <p>Advertise the service on notice boards</p>	<p>Annual</p> <p>January 2009 and ongoing</p>	<p>Student Activities Coordinator</p> <p>Student Activities Coordinator</p>
2.3.6	LRC staff are kept abreast of the differing needs of people with disabilities	<p>Maintain role of Access Liaison Librarian and recognise role in position description.</p> <p>Monitor developments in standards for Library services for people with disabilities and adopt relevant standards</p>	<p>Access Liaison Librarian maintained</p> <p>Ongoing review of current practice locally and internationally</p>	<p>Ongoing</p> <p>Ongoing</p>	Manager LRC

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	Objective	Actions	Performance Measure	Timeframe	Responsibility
2.3.7	Access to LRC facilities and services meets the needs of people with disabilities	Consult with students with disabilities and Learning Support staff about access to LRC facilities and services	Action taken from student feedback	Annually	Manager LRC Access Liaison Librarian
		Monitor access to library facilities on an on-going basis and take improvement action where necessary	Frequent informal access audits to ensure accessibility	As Required	Manager LRC Access Librarian Learning Support
		Provide alternative modes of delivery and services for users with specific needs including alternative formats for learning and teaching materials	Communication system between LRC and Learning Support is maintained to alert LRC to students needing reasonable adjustments to support their disabilities	On request	As above
		Investigate alternative delivery of resources and services for users with specific needs	Braille, electronic or audio alternative formats are provided on requests / Ongoing review of alternative delivery options	As required	Manager LRC
		Catalogue specialist equipment and adaptive technology for users with disabilities	Catalogue is a useful tool for locating equipment	As required	Manager LRC Access Librarian
				Ongoing	

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	Objective	Actions	Performance Measure	Timeframe	Responsibility
2.3.8	Further adaptive computer technology suitable for people with disabilities is provided across the Institute	<p>Develop and maintain up-to-date knowledge about the use of adaptive computer technology</p> <p>Work with ICT, DLO and people with disabilities to assess and implement appropriate technology</p> <p>Implement compliance of LRC web site with W3C accessibility standards</p> <p>Create and maintain LRC website information on resources and services for students with disabilities</p> <p>Provide on-line learning materials in accessible formats</p>	<p>LRC staff attend seminars on adaptive technology and receive appropriate training in use of new technology</p> <p>Appropriate technology is selected and implemented</p> <p>Website is compliant</p> <p>Website is kept up-to-date</p> <p>Formats provided and their availability advertised</p>	<p>On-going</p> <p>On-going</p> <p>June 2009</p> <p>Ongoing</p> <p>On-going</p>	<p>Manager LRC Access Liaison Librarian Manager Human Resources</p> <p>Access Liaison Librarian ICT staff Learning Support staff</p> <p>Manager LRC Manager Multimedia</p> <p>Manager LRC Access Liaison Librarian</p> <p>As above</p>
2.3.9	Use of adaptive technology for disabilities is increased	Provide further training for students in the use of suitable adaptive technology for people with disabilities	Appropriate training is completed	As required	Manager LRC