

Learners with a Disability Procedure - Box Hill Institute

Related Policy	Learners with a Disability	
Procedure for Learners with a Disability		Responsibility
<p>1. Communication and information</p> <p>a) Centre Managers/Delivery Unit Managers will ensure that learners and prospective learners who identify as having a disability are consulted about any needs they have for adjustments they may require in relation to their learning and are advised about the Institute’s Learner Support Services, including the Disability Liaison Service (DLS).</p> <p>b) Centre Managers/delivery unit Managers will ensure that relevant staff are fully informed of their responsibilities in relation to learners with a disability and the requirements of Institute policy.</p> <p>c) The Disability Liaison Service/Learner Support Services (LSS) will provide definitive support and professional development to teaching centres as required.</p>		<p>Centre Managers with support from Learner Support Services</p> <p>Disability Liaison Service/Learner Support Services</p>
<p>2. Learners identifying as having a disability</p> <p>a) Learners are encouraged to tick the disability category boxes on the enrolment form if they have a disability.</p> <p>b) Learners should inform the Institute of any related information needed to ensure safety of the learner or others.</p> <p>c) Learners are encouraged to participate with a teacher or other Institute representative, in consultation to negotiate adjustments if needed.</p> <p>d) Learners are encouraged to make contact (see below) with the Disability Liaison Service/Learner Support Services to consult or negotiate support. Support can be accessed anytime during an enrolment.</p> <p>e) Learners are encouraged to gather and provide documents evidencing their disability and needs, and make him or herself available for a meeting with a Disability Liaison Officer/Access and Disability Officer.</p> <p>f) Learners will participate in completing a Learning Support Plan before receiving ongoing, substantial or noteworthy adjustments, supports or liaison, (e.g. regular liaison meetings, Auslan interpreting, support from a Participation Support Worker). Timely reviews of adjustments arranged will be included in Learning Support Plans.</p>		<p>Learners identifying as having a disability</p> <p>Learners</p> <p>Disability Liaison Officers/Access and Disability Officers</p>

<p>3. When a learner identifies as having a disability</p> <p>a) The Registrar’s Centre will, after each peak enrolment period provide Learner Support Services with the list of learners who indicate on their enrolment form that they have a disability</p> <p>b) Learner Support Services will, in a timely manner, notify the relevant teaching centre Manager, the names and designated disability of learners who indicate on their enrolment form that they have a disability.</p> <p>c) Centre Managers/delivery unit Managers will ensure that relevant staff, particularly teachers, are notified of the learner’s self identification at enrolment.</p> <p>d) Centre Managers/delivery unit Managers will ensure that the learner is consulted, (sensitively and with regard to their privacy and confidentiality), on the impact of their disability on their participation in the course.</p> <p>e) Centre Managers/delivery unit Managers will establish whether the learner believes that, arising from their disability, there are reasonable adjustments required in order for them to exercise their right to education and training opportunities on the same basis as learners without a disability.</p> <p>f) Centre Managers/delivery unit Managers will, where identified needs are agreed; and can be implemented by agreed adjustments ensure that the agreed adjustments are made.</p> <p>g) Centre Managers/delivery unit Managers will ensure that the learner is informed of the learner support services available and specifically the DLS/LSS.</p> <p>h) Where it is identified that a learner either wishes to, or is recommended by the Centre Manager /delivery unit Manager to be supported by the DLS, Centre Managers / delivery unit Managers will arrange for cooperation of relevant staff from the DLS/LSS in the development, implementation and review of learning support actions and plans.</p>	<p>Registrar’s Centre/Student Administration Manager</p> <p>Learner Support Services</p> <p>Centre Managers/delivery unit managers</p>
<p>4. Support Services for learners with disabilities</p> <p>a) Disability Liaison Officers (DLOs)/Access and Disability Officers(ADOs) will be readily, conveniently and proactively available for learner contact and consultation.</p> <p>b) DLOs/ADOs will provide information on the liaison and support process and on the variety of support services or reasonable adjustments which may be relevant and available.</p> <p>c) DLOs/ADOs will promote and facilitate a clear understanding of the DLS/Learner Support Service role across all settings.</p> <p>d) DLOs/ADOs will promote and facilitate staff and learner consultation and planning with the Disability Liaison Service/Learner Support Service.</p> <p>e) Delivery Unit Managers/Centre Managers will collaborate with DLOs/ADOs in strategic and training interventions to help their</p>	<p>Disability Liaison Officers/Access and Disability Officers</p> <p>Centre Managers/delivery</p>

<p>staff better meet the needs of learners with disabilities as required.</p> <p>f) The DLO/ADO will arrange a consultation meeting if a learner or prospective learner (or their recognised associate) wishes to liaise with or seek support from the DLS/LSS. The DLO/ADO will encourage a learner to bring a recognised associate to the meeting where, in their judgement, the nature of the learner's identified disability indicates this may assist the process. The DLO/ADO will : -</p> <ul style="list-style-type: none"> • At the arranged meeting, provide liaison and consultative support to the learner and/or a recognised associate on any manner of concerns pertaining to their enrolment. • Clarify whether the learner wishes to register for support as a learner with a disability and to provide evidence of and relevant information about, their disability. • Ascertain, by reference to the evidence of disability provided, or at times by additional liaison, whether registration with the DLS/LSS as a learner with a disability is appropriate. • Provide advice on support services and, if sought, initial liaison with the teaching staff, even if there is no evidence establishing a learner's disability. • If registration is established, consult, liaise and plan, with the learner, the Teaching Centre and, (as agreed with the learner), other agencies, to meet the learner's support needs within the frame of reference established in the Institute's Disability Policy. <p>g) If an ongoing or noteworthy adjustment or liaison role is required, the DLO/ADO will complete with the learner a Learning Support Plan which includes:</p> <ul style="list-style-type: none"> • confirmation of evidence of disability, • liaison or support actions to be undertaken, • adjustments and/or resourcing decided, • specified and timely review date or dates <p>h) DLOs/ADOs ensure that the plan is discussed with the Manager, Learner Support Services and, when approved, signed for implementation.</p> <p>i) DLOs/ADOs will keep securely individual records for learners registered and note significant liaison or support otherwise provided to learners.</p> <p>j) Teachers are encouraged to consult with the DLS/LSS on strategies, resources and actions to assist them meet obligations under the Act and Standards and/or to plan reasonable adjustments for particular learner needs.</p>	<p>unit Managers</p> <p>Disability Liaison Officers/ Access and Disability Officers</p> <p>Disability Liaison Officers/ADOs</p> <p>Learners with a disability</p> <p>Manager Learner Support Services</p> <p>Teaching staff</p>
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5. Reasonable Adjustments	
<p>a) A reasonable adjustment arrangement is an adjustment or alteration to the standard conditions. For example, participation in classroom learning activities, or an adjustment to the physical environment or the format of an assessment designed to ensure equitable access to all learners. It aims to lessen the impact of a disability, or an inability to participate in a standard activity, such as an assessment task. It does not represent a weakening or lowering of the academic standard being assessed, it merely addresses the ability of a learner to access and undertake the assessment effectively.</p> <p>b) Reasonable adjustments include:</p> <ul style="list-style-type: none"> • modifying assessment tasks by using verbal questioning rather than written questions or changing the location of assessment tasks • providing an Auslan Interpreter for deaf or hard of hearing learners for whom Auslan is their main language • using diagrams and charts as well as words to describe an assessment task • reading the task out loud to the learner • making a special effort to put a person at ease 	
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