

DISABILITY ACTION PLAN 2017 - 2020Our Organisation:***Wyndham Community and Education Centre Inc***

Wyndham Community and Education Centre was established in 1974 with the assistance of local, State and Federal government funds. The Centre has been a leader in Adult Education ever since. **Wyndham Community and Education Centre** offers a range of programs and services that include: accredited courses and training packages up to Diploma level and non accredited courses. Programs are individually tailored in areas such as Business Administration, Children's Services, pre-employment skills, the Victorian Certificate of Applied Learning (VCAL) and other alternative education for young people as well as English language and Literacy and Numeracy training. Information and referral services are offered.

Aims:**Wyndham Community and Education Centre aims:**

- To provide a service based on principles of best practice in adult education
- To promote lifelong learning through educational programs for individuals from a broad cross section of the community with a strong emphasis on the disadvantaged, youth, culturally and linguistically diverse and new and emerging communities
- To tailor learning which improves self esteem, skills and quality of life

The following Disability Action Plan aims to ensure and promote the needs of people with disabilities.

Wyndham Community and Education Centre is committed to providing a centre which is free from discrimination in all areas, including:

- Enrolment
- Participation including physical access
- Curriculum development, accreditation and delivery
- Student support services
- Student welfare (harassment and victimisation)
- Employment

Policies and Procedures: Wyndham CEC has in place a suite of Policies and Procedures (P&Ps) to support these aims. They include:

- Access and Equity P&P
- Equal Employment Opportunity P&P
- Harassment, Discrimination, Victimization, Bullying P&P
- Occupational Health & Safety P&P
- Special Consideration Policy and Procedure
- Establishing & Applying Reasonable Adjustment Procedure
- Cyberbullying Policy and Procedure

These P&Ps are reviewed regularly to reflect any changes to legislation.

In line with the *Victorian Disability Act 2006*, the *Equal Opportunity Act 2010 (Vic)*, and in line with our Policies and Procedures, **Wyndham Community and Education Centre** (Wyndham CEC) has prepared this Disability Action Plan. This Plan covers the Rights and Requirements set out in the *Disability Standards for Education 2005*. It will be reviewed annually.

Enrolment**Aims:**

- Information about enrolment processes addresses the needs of students with disabilities and is provided in hard or soft copy formats.
- Enrolment procedures can be completed without undue difficulty.

Outcome 1: Prospective students with disabilities are able to enrol in a course or program and to make informed learning choices on the same basis as prospective students without disabilities and are provided with the necessary reasonable adjustments to do so.

Barriers	Strategies to overcome or remove the barriers	Timeframe	Performance Indicators	Resources needed	Responsible Person/s
1.1 Reasonable Adjustment in enrolment	Review Procedure on Reasonable Adjustment annually	Ongoing	Ongoing evaluation by Managers and advisory group	Budget allocation for resources to be reviewed annually - dependent on needs	Training Services Managers
	Interpreters as required Simplified process	Ongoing			
	To investigate the implementation of an online enrolment form in Word and PDF formats	By the end of 2017	Number of clients choosing this option		Training Services Managers & Compliance & Reporting Administrators
1.2 Student may not disclose disability	Provide info sessions as required Ensure teachers-trainers & assessors undertake sufficient PD of any needs identified	Ongoing	Staff across program areas undertake relevant PD annually (at least 1 staff member per program area)	PD budget allocation	Training Services Managers Managers/Coordinators

	Use of visuals at initial interview to assist identification of disability and resources needed to support training	By the end of 2017	The increasing number of disabilities identified at enrolment		Training Coordinators & Pre Training Assessors
	Building relationships and raising awareness– working towards eliminating any fear related to disclosure.	Ongoing			All Staff

Suggested actions raised at review of DAP:

If a disability / medical condition is identified at interview then a request for a medical plan from a doctor or health professional be made if applicable.

All administration staff and first aid attendants including the First Aid Officer to be made aware of all medical plans.

The above information to be disclosed only to relevant teachers who will be reminded of their responsibilities regarding privacy of information.

If disability is identified following enrolment the above points are implemented.

Participation

Aims:

- Course activities are sufficiently flexible for all students to participate;
- Learning activities are negotiated, agreed on and implemented;
- Reasonable alternative learning activities are offered where necessary;

Outcome 2: Our students with disabilities are able to participate in the learning experiences, including the assessment and certification requirements of a course or program and any relevant supplementary learning activity, on the same basis as a student without a disability, and without experiencing discrimination.

Barriers	Strategies to overcome or remove the barriers	Timeframe	Performance Indicators	Resources needed	Responsible Person/s
2.1 Document and promote inclusive teaching strategies for staff	Staff supported and encouraged to attend Professional Development	Ongoing	Staff attend PD / training and incorporate inclusive teaching strategies – at least 1 per program	PD budget	Training Managers
	Training sessions conducted for staff by request				
	Identify any gaps in current practices				
	Membership of relevant Disability organisations		Maintain membership of SCOPE & ACE Disability Network	Budgeted	Training Managers
	Review all programs for delivery to ensure inclusivity	Included in review of training documentation	Trainer/Teacher/Learner Feedback		Training Managers / Coordinators

	Extra curricular activities for any program are inclusive of all learners	Ongoing	No student excluded from activity		Coordinators/trainers/teachers
2.2 Encourage and support cross program interaction for student support	Consult with Disability networks and other agencies to support students	Ongoing	Networks consulted as required		Training Services Managers & Coordinators
	Provide free program access for carers (linked to companion card scheme)	Ongoing	Actioned when necessary		
2.3 Develop resource kit of support services	Maintain resource kit annually / update support services	Ongoing	Continue to consult with ACE Disability Network Resource kit developed/ updated annually		Training Services Managers / Coordinators
2.4 Improve access to premises/facilities	Undertake an accessibility audit of all premises	Ongoing	Reported to Management meetings		OH&S Team
2.5 Improve evacuation procedures	To develop individual evacuation plans for people with restricted mobility	As required	Actioned when necessary		Training Coordinators, Interview persons and OH&S Team
<p>Suggested actions raised at review of DAP:</p> <p>DAP to be added to SharePoint</p> <p>DAP to be included in teacher/trainer packages</p> <p>DAP to be an agenda item on quarterly teacher/staff meetings</p> <p>The developed resource kit to be taken to these meetings</p> <p>Regular updates/information/new resources to be placed on SharePoint</p> <p>Training Managers forward all PD opportunities to TSU Staff. Staff apply to their Manager /Coordinator</p>					

Aims:

- Curriculum, teaching materials and the assessment and certification requirements are appropriate and accessible.
- Course delivery modes and learning activities take account of the learning capacities and needs of the student and meet intended educational outcomes.
- Study materials are made available in a format that is appropriate for the student and conversion of learning materials into alternative accessible formats is done in a timely manner.

Outcome 3: Our students with disabilities are able to participate in the learning experiences, including the assessment and certification requirements of a course or program and any relevant supplementary learning activity, on the same basis as a student without a disability, and without experiencing discrimination.

Barriers	Strategies to overcome or remove the barriers	Timeframe	Performance Indicators	Resources needed	Responsible Person/s
3.1 Teaching and assessment materials, curriculum not appropriate to students' needs	Determine how staff can provide reasonable adjustments to curricula / teaching materials whilst maintaining integrity of course delivery and educational outcomes.	As required / ongoing	Procedure developed and reviewed on a regular basis	Apply for grants/ Consult with local government /ACFE	Coordinators
	Identify best practice strategies through ACE disability network	Ongoing	Involvement in Network		
	Source alternative resources for course materials such as videos/DVDs for LLN students, audio for visually impaired		Resources sourced and purchased	ACE disability network newsletters/ PD/Network meetings	Managers & Coordinators &/or Teaching staff
			Policies and Procedures reviewed and updated	Budgeted	Coordinators

3.2 Policies and procedures not kept up to date	Review relevant policies and procedures annually	Ongoing		Up to date policies and procedures meet current requirements and are AQTF compliant	Board / management team
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Student Support Services

Aims:

- Staff are aware of the specialised support services available for the student and are provided with information that enables them to assist the student to access required support.
- Access to specialised services for the student, where necessary, is facilitated, including through collaborative arrangements with specialised service providers in health, personal care and therapy, speech therapy, occupational therapy and physiotherapy.

Outcome 4: Our students with disabilities are able to access support services used by students in general, on the same basis as a student without a disability, and to access specialized support services where necessary.

Barriers	Strategies to overcome or remove the barriers	Timeframe	Performance Indicators	Resources needed	Responsible Person/s
4.1 Lack of awareness by staff of support services able to be accessed.	Ascertain services and support available to students with disabilities in our community.	Ongoing	Document showing support services available and widely publicised within organisation to both staff and students.	Consult with local government /ACFE/ local service providers	Education Manager
4.2 Where students require specialised services, staff can facilitate those needs via arrangements with specialist service providers	Ensure staff and students are aware of supports available.				

4.3 Support staff are appropriately trained to offer support to students with disabilities	PD and appropriate training sourced and undertaken	Ongoing	PD and/ or training undertaken	PD budgeted	Managers/ Coordinators
Suggested actions raised at review of DAP: ACE Disability Network news put on Staff and Teachers meeting agendas Requested PD put on regular meeting agenda					

Harassment and Victimisation

Aims:

- Our policies, procedures and codes of conduct for staff and students explicitly prohibit harassment and victimization on the basis of disability.
- Complaints procedures are fair, transparent and accountable.
- Staff and students are reminded from time to time of their rights and responsibilities under the federal Disability Discrimination Act 1992 (DDA).
- Staff made aware of Charter of Human Rights and Responsibilities Act (2006)

Outcome 5: Our students with disabilities learn in an environment that is free from discrimination caused by harassment or victimization on the basis of their disability.

Barriers	Strategies to overcome or remove the barriers	Timeframe	Performance Indicators	Resources needed	Responsible Person/s
5.1 Staff and students are unaware of their obligations under the DDA and of the rights and responsibilities of people with a	Ensure staff and students are aware of their obligations under the DDA and of the rights and responsibilities of people with a disability.	Ongoing	Complaints Policy and Procedure document reviewed and widely publicised within the organisation to staff, Board and students.	Staff induction processes and Teacher Packages which are reviewed annually	Training Services Managers/ Coordinators

disability	Staff made aware of legislation, policies, procedures and codes of conduct within organisation eg: Harrassment Policy, Access & Equity, Student Selection Policy & Procedure, Charter of Human Rights and Responsibilities Act (2006), Disability Act (2006), Disability Standards (2005) & Disability Regulations (2007) Staff induction information includes access and availability of policies and procedures	Ongoing	Complaints policy and procedure are inclusive of the rights and responsibilities of people with a disability. All relevant policies issued to students at enrolment Policies available on SharePoint	Staff and Student handbooks/Induction kits for staff	Training Services Managers Coordinators and Pre Training Assessors CEO and Marketing and Technology Coordinator
Suggested actions raised at review of DAP: Appropriate posters/information relating to harassment and victimisation to be placed across venues					

- Last DAP review undertaken on 01/12/2016
- Present: Paul Rawlinson, Megan Cmiel, Karen Dodson, Lesley Nallawalla, Margaret Mahony and Judy Bowman
- Identified actions incorporated above
- Next full review – 2019-2020 when this DAP expires

References:

- 'Disability Standards for Education 2005 Fact Sheet' - Australian Government
- 'Your Right to an Education A guide for educators and people with a disability' - NDCO
- 'The TREE model for Neighbourhood Houses and Community Centres'
- 'Disability Resources, Supports and the NDIS workshop' -The ACE Disability Network