

## **DISABILITY ACTION PLAN 2013- 2016**

### Our 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
- Curriculum development, accreditation and delivery
- Student support services

- Student welfare (harassment and victimisation)
- Physical access
- Employment

In line with the *Disability Standards for Education* 2005, the *Disability Discrimination Act* 1992, and in line with our Policies and Procedures, **Wyndham Community and Education Centre** (Wyndham CEC) has prepared this Disability Action Plan which 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  Interpreters as required Simplified process	By next review	Evaluated by Managers and advisory group by next review	May need to have budget allocation for resources dependent on needs	Training Services Managers

1.2 Student may not disclose disability	Provide info sessions as required  Ensure teachers-trainers & assessors undertake sufficient PD of any needs identified	By next review	Staff across program areas undertake relevant PD annually (at least 1 staff member per program area)	PD budget allocation	Training Services Managers
<p>Comments/ issues 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.          All administration staff and first aid attendants 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.</p>					

## 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  Training sessions conducted for staff by request	Ongoing	Staff attend PD / training and incorporate inclusive teaching strategies – at least 1 per program	PD budget	Training Services Managers

	<p>Identify any gaps in current practices</p> <p>Membership of relevant Disability organisations</p> <p>Review all programs for delivery to ensure inclusivity</p> <p>Extra curricular activities for any program are inclusive of all learners</p>	<p>Before next review</p> <p>Ongoing</p>	<p>Thorough above</p> <p>Maintain membership of SCOPE &amp; ACE Disability network</p> <p>By next review</p> <p>No student excluded from activity</p>		
2.2 Encourage and support cross program interaction for student support	<p>Consult with Disability networks and other agencies to support students</p> <p>Provide free program access for carers (linked to companion card scheme)</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Networks consulted as required</p> <p>Actioned when necessary</p>	Budgeted	Training Services Managers & Coordinators
2.3 Develop resource kit of support services	<p>Maintain resource kit annually / update support services</p>	<p>Ongoing</p>	<p>Continue to consult with Disability in ACE network Resource kit developed/ updated annually</p>		Training Services Managers / Coordinators
2.4 Improve access to premises/facilities	<p>Improve access to room 3 by adapting doorway if possible ISIS/Scope</p>	<p>By next review</p>	<p>Consult and complete by next review</p>		Training Services Managers & OHS team

	<p>Conduct focus group to determine how accessible premises are</p> <p>Undertake an accessibility audit of all premises</p>	<p>Before next review</p>	<p>Focus Group held</p> <p>Audit completed</p>	<p>Participants for focus group</p>	
<p>Comments/ issues raised at review of DAP:            PD requested            Consultation was made through the Assistant Manager being a member of the Disability in ACE Network            The developed resource kit to be taken to regular staff and teacher's meetings/ added to SharePoint.            PD on Schizophrenia and bi-polar requested by staff            L&amp;L Manager forwards all PD opportunities to TSU Staff. Staff apply to their Manager /Coordinator            Staff attended 'Understanding Mental Issues' in March 2013</p>					

## Curriculum Development, Accreditation and Delivery

### 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.

<b>Barriers</b>	<b>Strategies to overcome or remove the barriers</b>	<b>Timeframe</b>	<b>Performance Indicators</b>	<b>Resources needed</b>	<b>Responsible Person/s</b>
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	Tested and evaluated by at least two experienced people Procedure developed	Apply for grants/ Consult with local government /ACFE	Coordinators
	Identify best practice strategies through ACE disability network	Ongoing	Involvement in Network	ACE disability network newsletters/ PD/Network meetings Budgeted	Managers & Coordinators &/or Teaching staff
	Source alternative resources for course materials such as videos/DVDs for LLN students, audio for visually impaired		Resources sourced and purchased		Coordinators
3.2 Policies and procedures not kept up to date	Review relevant policies and procedures annually	Ongoing	Policies and Procedures reviewed and updated	Up to date policies and procedures meet current requirements and are AQTF compliant	Board / management team

## 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	Manager / Assistant Manager to propagate info
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.		Evaluated and tested by independent community group.		
4.3 Support staff are	PD and appropriate training	Ongoing	PD and/ or training	PD budgeted	Managers/

appropriately trained to offer support to students with disabilities	sourced and undertaken		undertaken		Coordinators
Disability resource folder compiled 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	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 and staff appraisal processes and info kits	Training Services Managers/ Coordinators

