



South Regional TAFE Disability Access and Inclusion Plan 2021-2026



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www.southregionaltafe.wa.edu.au/daip

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Introduction

South Regional TAFE is the largest State government training provider of vocational education and training in the South West and Great Southern regions of Western Australia.

Its network of 12 campuses are in Albany, Bunbury, Busselton, Collie, Denmark, Esperance, Harvey, Katanning, Manjimup, Margaret River, Mount Barker and Narrogin.

The college delivers qualifications from Certificate I to Advanced Diploma and provides the expertise, resources and facilities to offer high-quality training to individuals, organisations and industry. It delivers on campus, online, in the workplace, and at community resource centres and high schools.

The South Regional TAFE DAIP 2021-2026 is aligned with the South Regional TAFE Strategic Plan which puts unity and respect of customers and clients at the forefront of our values. The satisfaction of all students is among our annual missions that assist South Regional TAFE to meet its overall vision of being the first training choice of regional industry, organisations and the community.

As such, South Regional TAFE is committed to ensuring access and inclusion for all members of the community and values the opportunity to make a significant contribution to the future of people with disability through providing accessible and inclusive vocational education and employment.

The college promotes a welcoming, accessible environment free from discrimination and harassment with:

- inclusive practices and policies; and
- college wide responsibility for ensuring equity and access for students and staff with disability.

The South Regional TAFE's Disability Access and Inclusion Plan 2021 – 2026 builds on and further expands the progress already achieved.

In developing this DAIP, the Disability Services staff reviewed the strategies and tasks outlined in its 2016 – 2021 DAIP and consulted with staff, students and community. South Regional TAFE acknowledges with appreciation the ideas and inputs it received in this process.

Legislative context

In 2018 there were 4.4 million Australians with disability, equating to 17.7% of the population (Australian Bureau of Statistics, 2018.)

Our Disability Access and Inclusion Plan (DAIP) 2021 – 2026 meets the requirement of the Disability Services Act 1993, amended in 2004, to develop and implement a Disability Access and Inclusion Plan that outlines the ways in which we will ensure people with disability have equal access to our facilities and services.

Key legislation underpinning access and inclusion includes the WA Equal Opportunity Act 1984 and the Commonwealth Disability Discrimination Act 1992 (DDA). The DDA makes it unlawful for an educational authority to discriminate against a person with a disability.

The definition of "disability" in the DDA includes:

- Physical
- Intellectual
- Psychiatric
- Sensory
- Neurological, and
- Learning disabilities, as well as
- Physical disfigurement, and
- The presence in the body of disease-causing organisms.

This broad definition is meant to ensure that everyone with a disability is protected.

The DDA covers a disability which people:

- Have now
- Had in the past (for example: a past episode of mental illness)
- May have in the future (e.g.: a family history of a disability which a person may also develop)
- Are believed to have (for example: if people think someone has AIDS).

The DDA also covers people with a disability who may be discriminated against because:

- They are accompanied by an assistant, interpreter or reader
- They are accompanied by a trained animal such as a guide or hearing dog, or
- They use equipment or an aid, such as a wheelchair or a hearing aid.

The DDA protects people who have some form of personal connection with a person with a disability like relatives, friends, carers and co-workers if they are discriminated against because of that connection or relationship.

Disability Standards for Education enacted under the DDA in 2005, set out the obligations of training providers to provide for the rights of people with disability in education and training.

Disability (Access to Premises – Buildings) Amendment Standards 2020 apply to all new buildings and upgrades to existing buildings used by the public, including employees.

The term "disability" in the Access and Inclusion Plan refers to this broad range of conditions outlined in the DDA and includes students with disability, medical and mental health conditions.

Access and inclusion policy statement

South Regional TAFE values diversity and promotes an inclusive learning and working environment. South Regional TAFE is committed to ensuring that people with disability, their family and carers have access to its services, programs, and facilities, and employment opportunities.

South Regional TAFE is committed to achieving the seven desired outcomes of our DAIP to ensure that people with disability:

1. Have the same opportunities as other people to access the services of, and any events organised by, South Regional TAFE.
2. Have the same opportunities as other people to access the buildings and other facilities of South Regional TAFE.
3. Receive information from South Regional TAFE in a format that will enable them to access the information as readily as other people are able to access it.
4. Receive the same level and quality of service from the staff of South Regional TAFE as other people receive from the staff.
5. Have the same opportunities as other people to make complaints to South Regional TAFE.
6. Have the same opportunities as other people to participate in any public consultation by South Regional TAFE.
7. Have the same opportunities as other people to obtain and maintain employment with South Regional TAFE.

To assist this process, South Regional TAFE will:

- Consult with community members, people with disability, their families and carers, disability organisations and staff to ensure that barriers to access and inclusion are addressed appropriately
- Ensure that the college's agents and contractors work towards the desired access and inclusion outcomes in the college's DAIP
- Work in partnership with community groups and organisations, disability agencies and other public authorities to facilitate the inclusion of people with disability and improve access to the college's information, services and facilities.

Community Consultation

Consultation for South Regional TAFE's Disability Access and Inclusion Plan has included:

- Informing the community on the college's website, Facebook, in the West Australian and in local newspapers that the college was developing our Disability Access and Inclusion Plan and inviting comments on access and suggestions for improvement.
- Consulting with key community agencies supporting people with disability to provide feedback on access for people with disability to SRTAFE's services and facilities.
- Inviting students to give feedback via an online or print survey, by telephone, in person or via an online focus session.
- Surveying college staff for feedback on participation and access issues for students with disability and professional development opportunities.

The review and consultation found that:

Feedback from the community and staff consultation was very positive regarding access and inclusion for people with disability across SRTAFE. Some areas where access could be improved were identified and these issues and others as they emerge will be addressed in South Regional TAFE's annual DAIP Implementation Plans.

Issues identified included:

- Increasing student and staff awareness of the assistance available for access and inclusion.
- Further training for staff on disability and inclusion.
- Ensuring people attending college events are encouraged to advise the college of their access needs.
- Providing further staff development to support and work with students and staff with mental health conditions.
- Improving physical access across several campuses.
- Addressing difficulties in online enrolments.
- Providing the option of hard copies of course materials.
- Providing improved access to student services for staff and students in regional campuses.

Promotion and Communication

The DAIP will be promoted to people with disability, staff, students, and the community through advertising in the West Australian Newspaper, and on the South Regional TAFE website, Facebook, intranet and weekly staff newsletter. Copies of the plan will be available in alternative formats on request.

Implementation

The implementation of the DAIP is the responsibility of all staff. The Manager Student Services will lead and monitor its implementation. Some college business managers will be responsible for tasks in their areas and this is outlined in the DAIP Implementation Plan which will be reviewed and updated annually.

Ultimate responsibility for ensuring the DAIP is implemented is with the Managing Director of South Regional TAFE.

Monitoring, Review and Evaluation

South Regional TAFE will review the DAIP 2021 – 2026 before the end of this five-year period.

An Access and Inclusion Planning Committee comprising staff with responsibility for implementing strategies and/or from other key areas will annually review progress on the implementation of DAIP strategies and consult with key stakeholders. The committee will also respond to access and inclusion issues as they emerge and update the Implementation Plan as required.

Feedback and suggestions for improvement are welcome at any time. Anyone can submit a feedback form, available on the South Regional TAFE website and on campus, or they can contact:

Manager Student Services
South Regional TAFE
Robertson Drive
Bunbury WA 6230

Phone: (08) 6371 3190
Email: Student.Services@srtafe.wa.edu.au

Reporting

The college will report on the implementation of our DAIP to the Department of Communities by June 30th each year.

The DAIP's implementation and achievements will be included in the college's Annual Report.

Access and Inclusion Strategies

The following seven outcomes provide a framework for ensuring access and inclusion of people with disability at South Regional TAFE.

These ongoing outcomes and strategies are supported by the detailed Implementation Plan which specifies associated actions and responsible officers.

Outcome 1: People with disability have the same opportunities as other people to access the services of, and any events organised by, South Regional TAFE.

Strategy	Timeline
Maintain an Access and Inclusion Planning Committee to guide the implementation, monitoring, review and progress of the Disability Access and Inclusion Plan.	Ongoing
Ensure that college plans, policies and practices are inclusive of people with disability and consistent with the college's Access and Inclusion Policy, Disability Services Act, Disability Discrimination Act (1992) and Disability Educational Standards.	Reviewed annually
Ensure that resources, equipment and assistive technology required to access and participate in training at the college are provided.	Reviewed annually
Ensure that training and events, on and off campus, and online are inclusive and accessible.	Ongoing
Ensure that college staff, agents and contractors are aware of the relevant requirements of the Disability Services Act and the college's Disability Access and Inclusion Plan.	Ongoing
Promote and implement universal design and inclusive practices.	30 June 2024
Promote services and support available for people with disability.	Reviewed annually

Outcome 2: People with disability have the same opportunities as other people to access the buildings and other facilities of South Regional TAFE.

Strategy	Timeline
Ensure that all buildings and facilities are accessible.	30 June 2024
Ensure staff and students are aware of Emergency Evacuation procedures and plans.	Ongoing
Ensure that all future premises leased by the college are accessible.	As required
Ensure that the quantity and location of Easy Access Parking meets the needs of people with disability.	30 June 2023

Outcome 3: People with disability receive information from South Regional TAFE in a format that will enable them to access the information as readily as other people are able to access it.

Strategy	Timeline
Ensure that information about the college's services, facilities and events meet State Government Access Guidelines for Information, Services and Facilities, and are available in alternative formats on request.	Ongoing
Inform staff of accessible information needs and how to obtain and provide information in alternative formats.	30 June 2023
Ensure learning resources, including online resources, are available in accessible formats.	Ongoing
Monitor the college's website to ensure it continues to meet Web Content Accessibility Guidelines.	Reviewed annually

Outcome 4: People with disability receive the same level and quality of service from the staff of South Regional TAFE as other people receive from the staff of the college.

Strategy	Timeline
Continue to raise staff awareness of disability, access and inclusion and provide training for staff.	Reviewed annually
Promote the DAIP, Disability Discrimination Act (1992) and Disability Education Standards and staff responsibilities	30 June 2024
Ensure that the college provides an inclusive environment free from harassment and discrimination.	Ongoing

Outcome 5: People with disability have the same opportunities as other people to make complaints to South Regional TAFE.

Strategy	Timeline
Ensure that grievance and complaints procedures are accessible for people with disability.	Reviewed annually
Provide support for people with disability in making complaints, if requested.	As required

Outcome 6: People with disability have the same opportunities as other people to participate in any public consultation by South Regional TAFE.

Strategy	Timeline
Inform students and staff about consultation processes at the college, across range of media platforms.	As required
Use a range of consultative processes to obtain feedback from students, staff and the community.	Ongoing

Outcome 7: People with disability have the same opportunities as other people to obtain and maintain employment with South Regional TAFE.

Strategy	Timeline
Ensure recruitment practices are inclusive of and accessible to people with disability.	Reviewed annually
Ensure that staff with disability, and staff who are carers for people with disability, are supported to carry out their employment responsibilities and advance their careers.	30 June 2023
Promote and implement flexible employment practices.	Ongoing
Promote mental health awareness	30 June 2022