

Disability Access and Inclusion Plan 2017 - 2021



Contact officer details

The primary contact officer for questions or feedback on the department's Disability Access and Inclusion Plan is Disability Support Coordinator, Operational Services at North Regional TAFE.

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- ✓ The Disability Access and Inclusion Plan 2017 – 2021 is available on North Regional TAFE website: www.northregionaltafe.wa.edu.au
- ✓ North Regional TAFE Annual Report provides a dedicated section on the Disability Access and Inclusion Plan achievements and outcomes.
- ✓ On request the Disability Access and Inclusion Plan can be made available in alternative formats, including in large or standard print, audio format, or forwarded electronically by email.

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Message from the Chairperson

The North Regional TAFE Disability Access and Inclusion Plan (DAIP) 2017 - 2021 is our commitment statement and five year plan to provide equitable access and inclusion for people with disability.

The Disability Services Act 1993 requires public authorities to develop and implement a DAIP. The DAIP provides assurance to people with disability that there is planned consideration and organisational intention to provide equal access to its facilities, information and services.

The Disability Access and Inclusion Plan 2017 - 2021 is entrusted to all North Regional TAFE employees, as a priority and must be communicated to all employees, regularly monitored, reviewed and reported so as to invoke the importance and continuous improvement in our endeavour.

The Governing Council takes this opportunity to gratefully acknowledge the contributions from staff and the community in the development of this Disability Access and Inclusion Plan 2017-2021. We ask all employees to continue to work proactively alongside other government agencies and community stakeholders to provide increased opportunities for people with disability, in both training and employment.

On behalf of the Governing Council of North Regional TAFE I fully support the Disability Access and Inclusion Plan 2017 - 2021 and I encourage all employees, students, and the community to embrace and participate in the implementation and ongoing contribution to the Plan.



Ian Smith
Chair
North Regional TAFE Governing Council

Overview of North Regional TAFE

North Regional TAFE (NRT) is a Registered Training Organisation (RTO) and one of five Western Australian Colleges of TAFE. It is the leading provider of Vocational Education and Training in the Pilbara and Kimberley Regions, formed when Kimberly Training Institute and Pilbara Institute amalgamated in 2016 as part of the State Government's Training Sector Reform.

North Regional TAFE provides quality Vocational Education and Training services that are purposefully tailored to skilling individuals, groups and employment based client needs. Our combined organisational experience and capacity delivers nationally recognised accredited qualifications, short course skill sets and work-readiness programs to over 8000 people each year.

North Regional TAFE has twelve campuses, from Karratha in the south to Kununurra in the north, with the College's three largest delivery centres at Broome, Karratha and Pundulmurra (South Hedland). North Regional TAFE delivers over 160 nationally recognised and industry endorsed qualifications in over 25 different industry areas, focusing on the vital practical and theoretical skills employers seek. Training is also offered in the form of skill sets, short courses, literacy, numeracy, and work-readiness programs designed to prepare students for the workplace.

NRT provides training options to suit all lifestyles with full time, part time and online study options available. Courses can also be customised to suit individual, community and workplace needs.

Industry specific state of the art training facilities are available at campuses and cover industry areas such as the resource sector, automotive, engineering and carpentry. Select facility locations include: the Pearlers Shed (Hospitality) Broome; Balu Buru - meaning Place of Trees in Yawuru, (Horticulture and Conservation) Broome; Aquaculture Centre, Broome; Maritime Simulation Centre, Broome; Electrical and Instrumentation Centre, Karratha; and the Health and Community Services Centre at Pundulmurra (South Hedland).

Our clients can draw confidence that North Regional TAFE is part of the Western Australian Vocational Education and Training system. We are a local provider employing over 300 people in our regions and all services and programs are backed by dedicated support service teams. Our service support teams include Student Support, Aboriginal Training Services, Disability Services and Language, Literacy and Numeracy support services.

More information about North Regional TAFE, our support services and the range of courses can be obtained by visiting our website: www.northregionaltafe.wa.edu.au

Development of the DAIP

The development of the North Regional TAFE DAIP 2017 - 2021 has been in accordance with the *Disability Services Act Regulations 2004* that set out the minimum consultation requirements for public authorities.

The minimum requirements are that public authorities must call for and/or invite submissions regarding the development of their DAIPs.

The development process undertaken included:

1. To commence and oversee the DAIP, development of a focus service improvement team consisting of relevant Disability Support personnel was assembled. This team included the Director of Operational Services, Manager of Student Services and Disability Support Coordinator officer.
2. College Marketing and Communication placed an initial DAIP notice in all local regional and community newspapers. This notice called for DAIP submissions and public comment.
3. College Marketing and Communication placed notices on the college social media and website calling for DAIP submissions and public comment.
4. College Marketing and Communication - a public notice DAIP communiqué was distributed via email direct to relevant community and external stakeholders.
5. Across all business sections and campuses, staff were contacted via email direct (NRTAFE All Staff) and invited to participate in focus meetings or to provide individual feedback.
6. Through the Training Directorate, lecturing staff were asked to forward the DAIP communiqué seeking public comment from students, student families, their extended networks and community associations.
7. The DAIP invitation and receipt of submissions process was overseen by a DAIP focus service improvement team that met regularly to analyse information received.
8. As a notice advising the finalisation of the DAIP 2017- 2021, all communication techniques used previously were repeated, including notices in all local regional and community newspapers.

The entire development process and final DAIP release was managed and guided by the DAIP focus service improvement team who implemented a coordinated approach to consultation and retrieval of feedback to and from external and internal stakeholders.

As part of the consultation process, feedback on the draft North Regional TAFE DAIP 2017- 2021 was sought from North Regional TAFE staff, the Aboriginal Training Education Employment Committee and staff from the Local Coordination, Disability Services Commission.

The focus service improvement team undertook desktop research to review other state agency DAIPs and implementation plans to inform and analyse approaches of existing plans, and to identify consistent strategies and plans to meet North Regional TAFE requirements.

The DAIP focus service improvement team undertook desktop research to review organisational policies and procedures to identify interrelated documents. Each policy was updated with a reference and linkage to the Disability Access and Inclusion Plan.

Policies amended included:

❖ Student Privacy and Personal Information Policy	❖ Grievance procedure
❖ Student Fair Treatment and Equal Opportunity Policy	❖ NRT Committee Handbook
❖ Student Disability Support Policy	❖ "Have your say" procedure
❖ North Regional TAFE Code of Conduct	

The focus service improvement team are responsible in overseeing the implementation of the DAIP and to ensure regular communication to all staff and stakeholders, receiving feedback, ongoing regular monitoring, review, revisions and reporting achievements and outcomes.

The Disability Access and Inclusion Plan 2017 - 2021

This DAIP addresses the particular needs of people with disability and seeks to identify ways in which NRT can better provide its programs and services to minimise barriers to participation and encourage successful outcomes for students.

As a result of the consultation process and ongoing feedback, the strategies and intended outcomes provided in this plan will guide the actions for North Regional TAFE from 2017 to 2021 to improve access to its services, buildings and information for people with disability. The strategies and outcomes are detailed in the DAIP section: *'Our access and inclusion strategies'*.

The Disability Access and Inclusion Plan focuses on equal opportunity for people with disability to access our facilities. The Plan identifies positive strategies North Regional TAFE are adopting to ensure people with disability are accorded respect, are listened to, and have choices about how their needs are met.

Access and inclusion means different things to different people. A person's ability to access information, services and facilities is affected by a number of factors, including the degree and type of disability which can vary considerably between individuals. Therefore, processes and outcomes for access and inclusion cannot be prescriptive, and must take into account the diverse needs of individuals and the nature, strengths, priorities and resources of a community. The common elements of access and inclusion are the removal or reduction of barriers to participation in the activities and functions of a community, by ensuring that information, services and facilities are accessible to people with various disabilities (*Disability Services Commission 2016*).

Example types of Disability and definitions:

A disability is any continuing condition that restricts everyday activities. Disability can affect a person's capacity to communicate, interact with others, learn and get about independently. Disability can be either permanent or episodic.

Disability can be:

- **Sensory** - affecting vision and/or hearing.

- **Neurological** - affecting a person's ability to control their movements, for example, cerebral palsy.
- **Physical** - affecting mobility and/or a person's ability to use their upper or lower body.
- **Intellectual** - affecting a person's judgement, ability to learn and communicate.
- **Cognitive** - affecting a person's thought processes, personality and memory resulting, for example, from an injury to the brain.
- **Psychiatric** - affecting a person's emotions, thought processes and behaviour, for example, schizophrenia and manic depression.

(Source: <http://www.disability.wa.gov.au/understanding-disability1/understanding-disability/what-is-disability/>)

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 under this legislation includes a person with physical, sensory, intellectual, and neurological or learning disability, mental illness or medical condition.

Disability (Access to Premises – Buildings) Standards 2010 which came into effect in May 2011, applies to all new buildings, and upgrades to existing buildings used by the public, including employees, from 1 May 2011.

The *Commonwealth Disability Discrimination Act 1992* requires Registered Training Organisations (RTO's) to customise their services, including making reasonable adjustment to the provision of assessment services, to facilitate the successful participation of people with disability in education, training and employment.

The *Disability Standards for Education 2005* (the Standards) clarify the obligations of education and training providers and seeks to ensure that students with disability can access and participate in education on the same basis as other students. The Standards were formulated under the *Disability Discrimination Act 1992* and came into effect in August 2005.

Part 3 of the Standards provides a practical guide to reasonable adjustment in assessment of candidates with disability in VET. It was developed to ensure candidates with disability have the best opportunity to have their competencies accurately and fairly recognised. A comprehensive review of this document is currently being undertaken by the Commonwealth Department of Education and Training. It is envisaged that the updated version will provide a higher level of support to training providers.

North Regional TAFE is committed to achieving the seven desired outcomes identified by the *Disability Services Act (amended 2012)* as mandatory elements of Disability Access and Inclusion Plans. These are:

1. People with disability have the same opportunities as other people to access the services of, and any events organised by North Regional TAFE.
2. People with disability have the same opportunities as other people to access the buildings and other facilities of North Regional TAFE.
3. People with disability receive information from North Regional TAFE in a format that will enable them to access the information as readily as other people are able to access it.

4. People with disability receive the same level and quality of service from the staff of North Regional TAFE as other people receive from the staff of North Regional TAFE.
5. People with disability have the same opportunities as other people to make complaints to North Regional TAFE.
6. People with disability have the same opportunities as other people to participate in any public consultation by North Regional TAFE.
7. People with disability have the same opportunities as other people to obtain and maintain employment with North Regional TAFE.

Communication and feedback

Important note: The Disability Access and Inclusion Plan 2017 - 2021 is intended to be a 'living document' and it is expected there will be revisions and amendment as further priorities and strategies are identified.

Feedback and suggestions improvement are welcomed at any time.

Staff members, students, stakeholders or interested public members can provide feedback and suggestions for consideration by either: completing the form 'Have your say' at any North Regional TAFE campus administration; or by contacting:

Disability Support Coordinator, Operational Services at North Regional TAFE.

Phone: (08) 9192 9135

Email: Disabilitysupport@nrtafe.wa.edu.au

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Responsibility for communicating the Disability Access and Inclusion Plan 2017 - 2021 will lie with the DAIP focus service improvement team who will provide scheduled and ad-hoc communication. The DAIP focus service improvement team will action all communication methods identified in the development phase of this document.

DAIP notices and communication will occur under the following circumstances:

- For any amendments and published revisions that may occur at any time.
- Scheduled DAIP awareness communications to NRTAFE All Staff will take place twice yearly, once at the beginning of each training calendar and once mid-year.
- DAIP outcomes and achievements will be reported each year for the North Regional TAFE Annual Report.
- Service improvements identified through any feedback consultation will be communicated directly with relevant staff and the college directorate.

Outcome Action Plan 2017 - 2021

North Regional TAFE will implement the following strategies to achieve improve outcomes in the accessibility of its services, facilities and information. All strategies have assigned responsible officers that will actively monitor to check progress and report outcomes to the DAIP focus service improvement team.

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

Strategy	Action / Initiative	Responsible Officer
1.1 Maintain an Access and Inclusion Focus Group to guide the implementation of DAIP activities.	Form a group of College management, staff, students, and external delegates to meet once a year and discuss initiatives for the DAIP.	Director Organisational Services, Manager Student Services, Campus Manager's and Disability Support Coordinator
1.2 Ensure that all people are provided with opportunities to comment on access to services.	Clearly visible signage and forms for feedback, Library, Admin, student room etc.	Manager Student Services, and Disability Support Coordinator
1.3 Ensure that College policies and practices are inclusive of people with disability and medical conditions and consistent with the College's Access Policy, Disability Services Act, Disability Discrimination Act (1992) and Educational Standards.	Ensure all management plans and strategies are consistent with and reference the DAIP.	Manager Student Services and Disability Support Coordinator
1.4 Ensure that resources and equipment required to access and participate in training at the College are provided.	Reporting through regular correspondence with Manager Student Services.	Disability Support Coordinator

1.5 Ensure that College events, both on and off campus, are inclusive and accessible for all.	Prepare guidelines for Marketing team.	Marketing Coordinator, Manager Student Services and Disability Support Coordinator
1.6 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.	Review the College's facilities programs regarding access and inclusion for all people. In staff induction, design briefs and selection processes for contractors to ensure they comply with legislative requirements.	Disability Support Coordinator and Campus Manager

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

Strategy	Action / Initiative	Responsible Officer
2.1 Ensure that all buildings and facilities are accessible.	Continue to investigate accessibility of campus buildings and facilities. Conduct audit on accessibility annually.	Campus Manager (Pilbara and Kimberley)
2.2 Ensure staff and students are aware of emergency evacuation procedures and plans.	Implement evacuation plans at each campus.	OHS Coordinator
2.3 Ensure that all future premises leased by the College are accessible.	Liaise with facilities staff to ensure accessibility.	Campus Manager (Pilbara and Kimberley)
2.4 Ensure that the quantity and location of easy access parking meets the needs of people with a disability.	Liaise with facilities staff to ensure accessibility.	Campus Manager (Pilbara and Kimberley)

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

Strategy	Action / Initiative	Responsible Officer
3.1 Ensure that information about the College's services, facilities and events is available in alternative formats and is clear and concise.	Ensure appropriate communication formats, signage indicating. Conduct signage audit of all campuses.	Campus Manager, Disability Support Coordinator and Marketing Coordinator
3.2 Inform staff, students and the community that College information is available in alternative formats on request.	Staff briefings and awareness training to inform staff that information is available in alternative formats. Links on the Web and Intranet.	Disability Support Coordinator and Marketing Coordinator
3.3 Inform staff of accessible information needs and how to provide and obtain information in other formats.	Staff briefings and awareness training to inform staff. Links on the Intranet.	Manager Student Services and Disability Support Coordinator
3.4 Ensure learning resources, including online learning resources, are available in accessible formats, complying with copyright regulations.	Ensure accessible formats.	Learning Resource Coordinator and Disability Support Coordinator
3.5 Ensure that the College's website meets Web Content Accessibility Guidelines WCAG2.0.	Ensure that WCAG2.0 standards are adhered to.	Marketing Coordinator and DTWD

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

Strategy	Action / Initiative	Responsible Officer
4.1 Raise staff awareness of disability and access issues and provide training to improve skills to provide good service.	Professional development activities.	Director Organisational Services, HR Manager and Manager Student Services
4.2 Ensure that College staff are aware of the relevant requirements of the Disability Services Act, Disability Discrimination Act and Education Standards.	Provide disability awareness information at induction, including where to find resources and who to contact for advice. Links on the intranet.	Professional Development Coordinator and Disability Support Coordinator
4.3 Ensure that the College provides an inclusive environment free from harassment and discrimination.	Ensure adherence to harassment and discrimination procedures.	Director Organisational Services, HR Manager and Manager Student Services

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

Strategy	Action / Initiative	Responsible Officer
5.1 Ensure that feedback and grievance mechanisms are accessible for all people.	Ensure procedures accommodate all College clients.	Director Organisational Services, HR Manager and Manager Student Services
5.2 Provide support for people with disability in making complaints, if requested.	Ensure that a person with a disability who makes a complaint is appropriately supported, including Awareness training for staff.	Disability Support Coordinator and Manager Student Services

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

Strategy	Action / Initiative	Responsible Officer
6.1 Inform students and staff about consultation processes at the College.	Ensure that all students and staff are aware of consultative process, through intranet and focus group committee members.	Disability Support Coordinator and Manager Student Services
6.2 Monitor the DAIP to ensure implementation and satisfactory outcomes.	Regular consultation with focus group, staff and student feedback to ensure compliance. Student and staff surveys.	Disability Support Coordinator and Manager Student Services
6.3 Develop and maintain strategic partnerships with key agencies to maximise access to services for people with disability.	Liaise with DSC Local Coordinators and other agencies and individuals to identify ways of enhancing community inclusion by regular meetings and working towards agreed projects and outcomes.	Disability Support Coordinator and Manager Student Services

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

Strategy	2017 Initiative	Responsible Officer
7.1 All College facilities will continue to be compliant with Disability Access Inclusion requirements (with relevant guidelines and processes).	Ensure compliance with Disability Access inclusion requirements. Provide support for employees with disability, including workplace modifications when required.	Disability Support Coordinator and Manager Student Services
7.2 Recruitment, induction and performance development processes for staff will identify and support diversity requirements.	Ensure all HR processes and procedures support diversity and inclusion.	Human Resources Manager, Disability Support Coordinator and Manager Student Services
7.3 The College will develop and maintain relationships with key stakeholders, for example, Group Training Companies, EPIC, Disability Services Commission, Australian Apprenticeship Centre, Employment agencies.	Ensure positive relationships with stakeholder agencies. Disability Awareness Morning Tea and other social initiatives to encourage inclusion and networking opportunities.	Disability Support Coordinator and Manager Student Services
7.4 The College will provide a supportive environment for students seeking employment e.g.: Open Days, Careers Days, and VET Programme at schools.	Develop awareness strategy for all staff preparing students with a disability for employment	Director Organisational Services, HR Manager and Manager Student Services
7.5 Ensure equitable employment practices at the College.	Review policies and procedures to mitigate barriers to employment. Ensure the Equity and Diversity Policy is communicated to managers and employees.	Human Resources Manager