

Disability Policy and Procedure

1. Purpose

Immaculate Education and Training is committed to providing an inclusive, accessible and supportive learning environment that ensures students with disability are able to access, participate in, and successfully complete training and assessment on an equal basis with other students.

The organisation recognises that disability support is a critical component of quality training delivery and contributes to equitable participation, student success, and wellbeing.

This policy ensures that:

- Students with disability are provided with equal access to education and training
- Barriers to participation are identified, minimised and removed where possible
- Reasonable adjustments are implemented in a fair and consistent manner
- Students are supported in a respectful, inclusive and safe learning environment
- Training and assessment practices promote participation and success for all learners
- Disability support practices are continuously reviewed and improved

Immaculate Education and Training will ensure that students with disability are supported to access and participate in training and assessment on an equal basis. Where reasonable adjustments are not possible, the reasons will be clearly communicated to the student.

Nothing in this policy limits the rights of individuals under the Disability Discrimination Act 1992 or the Disability Standards for Education 2005.

Reasonable adjustments will not lower the competency standards, remove assessment requirements, or compromise the integrity of the training product.

2. Legislative and Regulatory Framework

This policy is implemented in accordance with:

- Standards for RTOs 2025 – Standard 2.4
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005
- Australian Human Rights Commission Act 1986
- Privacy Act 1988 (Cth)

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3. Regulatory Requirement

Immaculate Education and Training implements this policy in alignment with the requirements of the Standards for RTOs 2025 – Standard 2.4, which require that Registered Training Organisations support students with disability to access and participate in training and assessment on an equal basis.

In accordance with Standard 2.4, Immaculate Education and Training will:

- Support VET students to disclose their disability where they wish to do so
- Make reasonable adjustments to training and assessment where appropriate
- Clearly communicate to the student where reasonable adjustments are not possible, including the reasons for the decision

These requirements are embedded within the organisation's enrolment, student support, training delivery and assessment processes to ensure consistent implementation across all courses.

4. Legislative Framework and Commitment

Immaculate Education and Training is committed to meeting its obligations under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, which require education providers to ensure that students with disability are able to access and participate in education and training on the same basis as students without disability.

The organisation will take reasonable and practical steps to support students with disability and promote equitable participation. This includes:

- Taking reasonable measures to eliminate discrimination where possible
- Providing reasonable adjustments to support participation in training and assessment
- Consulting with students to identify individual support needs
- Ensuring students with disability are not disadvantaged in accessing educational opportunities

Where a requested adjustment cannot be implemented, Immaculate Education and Training will provide the student with clear information outlining the reasons for the decision, including any limitations relating to safety, regulatory requirements, or unjustifiable hardship.

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5. Definitions

Disability

Any physical, intellectual, mental, sensory or medical condition, including learning difficulties, that may impact a student's ability to participate in education and training.

Reasonable Adjustment

Any modification or support provided to enable a student with disability to participate in training and assessment on the same basis as others, without compromising the integrity of the training product.

Unjustifiable Hardship

An adjustment that would impose excessive cost, operational burden, or safety risk on the organisation.

Procedural Fairness

Ensuring decisions are impartial, evidence-based, and all parties are given the opportunity to be heard.

6. Policy Statement

Immaculate Education and Training is committed to providing a safe, inclusive and supportive learning environment that values diversity and promotes equal opportunity for all students.

The organisation ensures that:

- Students with disability are treated with dignity, respect and fairness
- Students are able to participate in training and assessment on an equal basis
- Reasonable adjustments are identified, implemented and reviewed
- Students are consulted regarding their individual support needs
- Disability-related information is handled confidentially
- Discrimination and harassment are not tolerated under any circumstances
- Staff are aware of their responsibilities in supporting students with disability
- Continuous improvement is applied to disability support practices

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7. Reasonable Adjustments

Immaculate Education and Training will make reasonable adjustments where feasible to support students with disability.

Reasonable adjustments will not lower competency standards, remove essential assessment requirements, or compromise the integrity of the training product.

When determining reasonable adjustments, the organisation will consider:

- The nature and impact of the student's disability
- The student's individual needs and learning goals
- The effectiveness of the adjustment
- The impact on other students and staff
- The cost and practicality of implementation
- Health and safety considerations

Reasonable adjustments will be implemented provided they do not compromise the integrity of the training product, assessment requirements, or create unjustifiable hardship.

Where reasonable adjustments cannot be implemented, the reasons will be clearly explained to the student in writing, in accordance with Standards for RTOs 2025.

Reasonable adjustments will be:

- Identified during enrolment where possible
- Documented prior to course commencement where feasible
- Implemented as soon as practicable
- Reviewed within four (4) weeks of implementation
- Monitored and adjusted throughout the course duration

Examples of Reasonable Adjustments

Immaculate Education and Training may implement reasonable adjustments to support students with disability to participate in training and assessment on an equal basis.

Adjustments will be determined on an individual basis in consultation with the student and relevant staff.

Examples of reasonable adjustments may include:

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Academic Adjustments

- Extended time for assessments where appropriate
- Flexible delivery arrangements
- Additional support time with trainers
- Alternative formats for learning materials (e.g. large print, electronic formats, coloured paper)
- Access to assistive technology

Physical Adjustments

- Accessible classrooms and facilities where reasonably practicable
- Ergonomic furniture
- Adjustments to classroom layout
- Access to appropriate equipment

Communication Adjustments

- Additional time for communication and clarification
- One-on-one support sessions
- Use of visual aids and simplified instructions
- Support for use of speech-to-text or other assistive communication technology

All reasonable adjustments will be implemented in a manner that maintains the integrity of the training product and assessment requirements.

Adjustments Not Considered Reasonable

In accordance with the **Disability Standards for Education 2005**, an adjustment may not be considered reasonable where it:

- Imposes unjustifiable hardship on Immaculate Education and Training
- Fundamentally alters the nature of the course or assessment
- Compromises competency requirements or assessment integrity
- Creates a risk to the health and safety of the student or others
- Goes beyond what is necessary to provide equitable access

Where a requested adjustment is not considered reasonable, Immaculate Education and Training will:

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- Consult with the student
- Consider alternative support options
- Provide clear reasons for the decision
- Document the outcome

Where reasonable adjustments are not possible, Immaculate Education and Training will clearly communicate the reasons to the student and explore alternative support options in accordance with the Standards for RTOs 2025 and the Disability Standards for Education 2005.

8. Participation and Access

Immaculate Education and Training is committed to ensuring that students with disability are able to access, participate in, and benefit from training and assessment on an equal basis with other students. The organisation will take reasonable and practical steps to remove barriers to participation and provide appropriate support where required.

This includes ensuring that students are able to:

- Participate in training programs without disadvantage
- Access facilities, equipment and learning resources required for their course
- Engage in assessment activities in a fair and equitable manner
- Achieve intended learning outcomes consistent with the requirements of the training product

Where participation in specific activities is not possible due to the nature of the disability or safety considerations, Immaculate Education and Training will explore alternative arrangements. These alternatives will be considered in consultation with the student and will aim to maintain the integrity of the course requirements while supporting equitable participation.

9. Confidentiality and Privacy

Immaculate Education and Training is committed to protecting the privacy and confidentiality of all students, including information relating to disability and support needs. All disability-related information will be managed in accordance with the **Privacy Act 1988 (Cth)** and the organisation's Privacy Policy.

The organisation ensures that:

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- All disability-related information is treated as confidential and sensitive
- Access to information is restricted to authorised personnel involved in providing support
- Information is stored securely within the student management system and protected from unauthorised access
- Disclosure of information occurs only with the student's consent, unless required by law
- Staff are aware of their obligations regarding privacy and confidentiality

Students will be informed about how their information will be used and stored, and consent will be obtained prior to sharing information with relevant staff for the purpose of implementing reasonable adjustments.

10. Harassment and Discrimination

Immaculate Education and Training is committed to providing a safe, respectful and inclusive learning and working environment free from discrimination, harassment and victimisation. Students with disability have the right to participate in education and training without experiencing unfair treatment, exclusion or inappropriate behaviour.

The organisation does not tolerate any form of discrimination or harassment, including behaviour that may negatively impact students with disability. All staff and students are expected to behave in a respectful and inclusive manner at all times.

Matters relating to discrimination, harassment or victimisation are managed in accordance with the **Discrimination and Harassment Policy and Procedure**. This includes:

- Disability-based discrimination
- Harassment, including verbal, physical or psychological conduct
- Victimisation or retaliation
- Behaviour that creates an unsafe or hostile learning environment

Where a student believes they have been subject to discrimination or harassment, they are encouraged to report the matter in accordance with the Discrimination and Harassment Policy. Complaints will be handled confidentially and in line with the organisation's Complaints Handling Policy and Procedure, ensuring procedural fairness and timely resolution.

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11. Disclosure of Disability

Immaculate Education and Training encourages students to disclose any disability or support needs as early as possible, preferably during the enrolment process, to allow appropriate support arrangements to be implemented.

However, the organisation recognises that disclosure is a personal choice and ensures that:

- Disclosure of disability is entirely voluntary
- Students are not required to disclose their disability unless they wish to access support
- Students may disclose at any stage of their learning journey
- Information disclosed will only be used for the purpose of providing support

Students will be supported throughout the disclosure process and provided with clear information about available support services. The organisation will ensure that students are not disadvantaged if they choose not to disclose their disability.

12. Student Independence

Immaculate Education and Training recognises and respects the rights of students with disability to independence, dignity and self-determination. The organisation is committed to supporting students in a way that promotes autonomy and empowers them to take control of their learning experience.

The organisation will:

- Avoid making assumptions about a student's needs or capabilities
- Engage with students to understand their individual support requirements
- Be guided by the student in determining appropriate support
- Promote independence wherever possible
- Provide support only to the extent necessary to ensure equitable participation

Support strategies will be designed to enhance the student's ability to participate independently, rather than creating unnecessary reliance on support services.

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13. Procedure – Supporting Students with Disability

Immaculate Education and Training implements a structured and systematic process to support students with disability, ensuring that reasonable adjustments are identified, implemented and reviewed in a consistent and effective manner.

The process includes the following stages:

- **Disclosure of Disability**

Students may disclose their disability at enrolment or at any stage during their course. Disclosure enables the organisation to identify appropriate support strategies.

- **Enrolment Review and Identification of Support Needs**

The Office Manager or delegate reviews enrolment information to identify any declared disability or support requirements.

- **Enrolment Interview**

An enrolment interview is conducted to discuss the student's needs, course requirements and potential reasonable adjustments. This may be conducted in person, online or via telephone.

- **Determination of Reasonable Adjustments**

Reasonable adjustments are identified collaboratively with the student, taking into account their individual needs and maintaining the integrity of the training product.

- **Development of Student Support Plan**

A formal Student Support Plan is developed and documented, outlining agreed support strategies and adjustments. The plan is confirmed with the student and shared with relevant staff.

- **Implementation of Support Strategies**

Support strategies and reasonable adjustments are implemented by trainers and relevant staff to assist the student in their learning.

- **Monitoring and Review**

Student progress is monitored regularly, and the effectiveness of adjustments is reviewed. Adjustments may be modified as required to ensure ongoing support.

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• Continuous Improvement Recording

Any improvements identified during the process are recorded in the Continuous Improvement Register to support organisational learning and improvement.

14. Continuous Improvement

Immaculate Education and Training is committed to continuously improving its disability support practices to ensure they remain effective, relevant and compliant with legislative and regulatory requirements.

Disability support practices are regularly reviewed to:

- Improve student outcomes and participation
- Enhance accessibility of training and assessment
- Ensure compliance with legislation and Standards for RTOs 2025
- Identify and address emerging needs or trends
- Improve staff capability and awareness

Where opportunities for improvement are identified:

- Actions are recorded in the Continuous Improvement Register
- Responsibility for implementation is assigned
- Timeframes are established
- Effectiveness of actions is monitored and reviewed

Continuous improvement outcomes are reviewed during management meetings to ensure that improvements are embedded into organisational practices and lead to better outcomes for students with disability.

15. Responsibilities

Immaculate Education and Training assigns clear roles and responsibilities to ensure that students with disability are appropriately supported and that reasonable adjustments are implemented consistently and in accordance with this policy, legislative requirements, and the Standards for RTOs 2025.

All staff involved in the delivery and administration of training and assessment are responsible for supporting inclusive practices and ensuring that students with disability are provided with equitable access to learning and assessment opportunities.

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Chief Executive Officer (CEO)	The Chief Executive Officer has overall responsibility for the implementation, monitoring and effectiveness of this policy. The CEO ensures that the organisation meets its legislative and regulatory obligations and that appropriate resources are available to support students with disability. The CEO is responsible for: • Ensuring the effective implementation of this policy across the organisation • Approving reasonable adjustments where required, particularly in complex cases • Ensuring compliance with the Disability Discrimination Act 1992, Disability Standards for Education 2005 and Standards for RTOs 2025 • Providing strategic oversight of disability support practices • Ensuring continuous improvement of inclusive education practices
Training Manager	The Training Manager is responsible for overseeing the academic implementation of reasonable adjustments and ensuring that training and assessment practices remain compliant and fit for purpose. The Training Manager is responsible for: • Reviewing and validating proposed reasonable adjustments • Ensuring adjustments do not compromise the integrity of the training product or assessment requirements

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	• Supporting trainers and assessors in implementing adjustments • Providing guidance on inclusive training and assessment practices • Monitoring the effectiveness of adjustments within the training environment
Student Support / Admin Officer	The Student Support Officer is responsible for coordinating support services and ensuring that students receive appropriate assistance throughout their learning journey. The Student Support Officer is responsible for: • Developing and maintaining Student Support Plans in consultation with students • Coordinating support services and resources • Monitoring student progress and engagement • Liaising with trainers and relevant staff to ensure support strategies are implemented • Maintaining confidentiality of student information • Providing ongoing support and assistance to students • Recording disclosures of disability or support needs during enrolment • Maintaining accurate and confidential student records • Referring students to appropriate support services

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	Ensuring documentation is stored securely in accordance with privacy requirements
Trainers and Assessors	Trainers and assessors are responsible for implementing reasonable adjustments within the learning and assessment environment and supporting student participation. Trainers and assessors are responsible for: - Implementing agreed reasonable adjustments in training and assessment - Monitoring student participation, engagement and progress - Providing feedback to students and support staff - Reporting any concerns or issues relating to student support needs - Maintaining fairness, validity and reliability of assessment
All Staff	All staff are expected to support the implementation of this policy and contribute to an inclusive and respectful learning environment. All staff must: - Treat students with dignity, respect and fairness - Maintain confidentiality of disability-related information - Promote inclusive practices - Cooperate with the implementation of reasonable adjustments

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	• Report any concerns relating to student wellbeing or support needs
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