



Provision of Support

1. Definitions - (Sourced from the Disability Standards)

Disability, in relation to a person, means:

Total or partial loss of the person's bodily or mental functions; or

- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person's body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and
- includes a disability that presently exists or previously existed but no longer exists, may exist in the future, or is imputed to a person.

Reasonable adjustment - an adjustment is a measure or action taken to assist a student with a disability to participate in training on the same basis as other students. An adjustment is reasonable if it takes into account the student's learning needs and balances the interests of all parties affected, including the student, the provider, staff and other students.

2. Identification of Special Needs

At the time of enrolment, every student is required to complete an Application for Admission, which is an Agreement between both parties for the delivery of vocational training and assessment services. Implicit within this Agreement is the corporate policy to assist learners to attain the best possible outcome from the training service provided.

Language, Literacy and Numeracy

Applicants identified with special needs in regard to language, literacy or numeracy will be provided with assistance to maximise the possibility of a successful outcome to the training. It should be noted that the above do not constitute a disability. Without the accompaniment of a disability, each is a disadvantage and is not addressed by the Disability Standards.

The Director of Studies or PEO will consult with each student in private. Discussion will focus on the student's need(s), his/her view of the assistance required, and how best to address the need(s). Possible options could be additional English language classes, special tutoring, and/or outsourcing of specialised assistance.

Disability

Each individual with a disability will have different needs, so it is not possible for MCOHB to implement a set of specialised services which will suit all students with disabilities. Instead the following process recommended within the Disability Standards will be employed:

- **Step 1:** Consultation with the student – regarding all relevant circumstances and interests, including the student's needs, the disability (if applicable) and his/her views on the assistance required;
- **Step 2:** Consideration of whether a reasonable adjustment is necessary – would an adjustment be reasonable and to what extent would it achieve the aims?
- **Step 3:** Identification of a reasonable adjustment if it is necessary – is there any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student?
- **Step 4:** Making the reasonable adjustment – within a reasonable time according to the provision of relevant information in the student's possession about how they would be affected in relation to training.

This process must be repeated at regular intervals to ensure continuity in meeting the changing needs of the learner.



Further information on working with people with a disability and information on agencies provided support for people with disabilities can be obtained from the following national web site: <http://www.acrod.org.au/>

3. Reasonable Adjustment

It is expected that a person with a disability will be able to advise MCOHB in regard to what adjustments he or she needs to be able to participate in the training and assessment. If necessary, MCOHB will seek advice from government agencies or support organisations to determine what needs to be done to accommodate the requirements of the individual.

The following factors will be considered:

- the nature of the individual's disability;
- the information provided by, or on behalf of, the student about how the disability affects his/her ability to participate;
- the student's (or associate's) views about the adjustment;
- information provided by the student about his or her preferred adjustment;
- the effect of the adjustment on anyone else affected;
- the effect of the adjustment on the student, their ability to participate, achieve learning outcomes and operate independently; and
- the costs and benefits of making the adjustment.

Reasonable adjustment activities could involve:

- providing additional lighting;
- providing an adjustable workstation or special seating;
- modifying equipment or providing special adaptive technologies such as voice-activated computer software, special keyboard, large screen monitor or associated aids;
- providing special assistance such as an interpreter for deaf candidates and provision of paper-based materials in advance of face to face sessions;
- adapting the training methodologies, without impacting on the delivery of the essential skills, knowledge and understanding required for the relevant competencies; and
- adapting the assessment methodologies, without impacting on the validity of the attainment of the relevant competencies. For example: allowance of extra time, varying question and response modalities (such as use of oral questioning rather than written, and audiotaped or videotaped answers instead of written answers).

The possibilities are considerable and staff members need to think laterally. For example: a learner with a physical impairment may not be able to physically undertake a certain activity, but they may be able to direct someone else to do so. In some cases, this will meet the requirements of the unit of competency, such as for a supervisor who needs to know how to do something but does not have to physically do it.

4. Unjustifiable Hardship

Once an adjustment is considered reasonable in the circumstances, balancing the interests of all parties affected, the next step is to consider whether it would nonetheless impose unjustifiable hardship on the provider. Where a claim of unjustifiable hardship is made, a provider should take into account all the financial and other resources that are reasonably available for the purpose of making any necessary adjustments for the student, and the impact of those adjustments on their capacity to provide education of high quality to all students while remaining financially viable.