

Assisi Catholic College - Access and equity policy

The College is inclusive of all students regardless of sex, race, impairment, or any other factor. The access and equity officer or equivalent, The Support Teacher – Inclusive Education, has access and equity as a nominated part of their duties.

Access and equity procedure

The College has written access and equity policies and all staff are provided with copies which they must adhere to. Staff and students, in their induction to the College, are made aware of the College's access and equity policy and that they may contact the access and equity officer or equivalent for information and/or support and the College's access and equity policy.

Access and equity procedure

Staff and students, in their induction to the College, are made aware of the College's access and equity policy. All students will have the option to select subjects as part of their course of study providing the numbers already in the course do not preclude adding another student. All students will experience enrolment processes, which are ethical; carried out in a responsible manner; and which are consistent with the requirements of the curriculum.

Qualified and experienced staff are available within the college to provide information, counsel students and parents, and supportively help them to make decisions when selecting study pathways and courses. Support personnel are also available in the college to provide support for students who need help coping with the demands of the courses they have selected.

Reasonable adjustment – adapting training and assessment to meet the needs of those with a disability

Reasonable adjustment refers to: measures or actions taken in order to provide substantive equality for a student with a disability. Adjustments include accommodation, aids, facilities or services, which a person without a disability does not require. For adjustments to be reasonable they need to be appropriate for the particular student with a disability in a particular situation. (Bridging Pathways)

The concept of reasonable adjustment means that all reasonable effort must be made to accommodate the needs of a person with a disability.

There are 4 broad areas of reasonable adjustment of training and assessment:

- Making training materials/methods accessible
- Adapting the physical environment and equipment
- Time related changes
- Providing additional support for the learner

Making the training materials/methods accessible

Training methods that appear to cause no difficulty for most learners may be preventing access to some people with a disability. The use of Plain English in training and assessment materials, the use of a range of methods in training including practical demonstration, oral instruction as well as written information is important for all learners. By having a variety of ways to present information we will be able to cater more easily to learners with a disability.

Adapting the physical environment and equipment

Where a student has special physical requirements issues of accessibility to venues and equipment will take some forward planning and early notification is very important to ensure that reasonable adjustments to training and assessment can be made.

There is a range of innovative equipment that may be able to be accessed in special circumstances for workplace and vocational training. This includes equipment in the areas of Audio/Visual Aids, Specific Furniture, Computer Hardware, Computer Software and specialist hospitality equipment.

Time related changes

Making adjustments to the time frames in which training and assessment occurs is a simple and highly effective means of adjusting training to meet client needs.

- the timeframes for completing assessment
 - the speed of uptake of information
 - the opportunities for practice
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Extending time to develop competence

Some learners will need extra time to become competent in a subject area and there are reasonable ways in which we can give students extra time to develop competence. It may be possible to allow students to go to repeats of training sessions. Learners may negotiate extended opportunities to develop competence with the support of teachers, putting off the assessment task until they feel ready. Timelines set by QSA must however be met if the results are to appear on the Senior Certificate.

Changing assessment time frames

Learners may be given extra time to complete assessment tasks. Except where speed is an essential element of competence there is room for increasing the time for learners to complete and assessment task. Where a critical aspect of competence is performing the task within a given timeframe then no extension to timeframes may be made in judgment of competence.

Providing additional support for the learner

Some learners with a disability will require specialized or extra support to be able to access and successfully complete their training. In assisting the learner, the Learning Support staff is there to overcome the barriers to the training situation. Such assistance in assessment is only appropriate where the written or manual skill that is being performed by another is NOT an inherent part of the assessment task itself. The results gained by the learner with a disability is then as valid as that gained by any other student.