Procedure

Students with Disability Implementation and Reasonable Adjustment

Approved by: Chief Student and Community Officer

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Procedure

1 Purpose

1.1 TAFE NSW is committed to ensuring that students with disability have the same access to education and training as all other members of the community. This commitment is in accordance with the Disability Standards for Education 2005.

This procedure gives effect to the implementation of the Students with Disability Policy by outlining the processes for supporting students with disability throughout their journey with TAFE NSW.

2 Scope and Audience

2.1 This procedure provides guidance to TAFE NSW staff on their responsibility to ensure students with disability can participate in a safe, equitable, respectful, inclusive and accessible education and training environment. Disability Teachers Consultants provide reasonable adjustment for students with Disability in alignment with this procedure and the Students with Disability Policy.

3 Procedure

3.1 Equitable Access

Enquiry and Enrolment

3.1.1 Students with disability can enquire about courses through various methods and channels, including the TAFE NSW website, online enquiry form, live chat, phone call and face-to-face. Students who are Deaf, hard of hearing, or have oral communication difficulties are encouraged to contact TAFE NSW using the national relay service.

3.1.2 Students with disability can enrol or apply online via the enrolment portal, with staff-assisted phone support, using the national relay service or face-to-face.

3.1.3 International students with disability can enquire on courses and support via the TAFE NSW Website. Further information is available in the TAFE NSW International application form and the TAFE NSW International terms and conditions.

3.1.4 All students who enrol in TAFE NSW courses receive information about the support services available through TAFE NSW.

3.1.5 Students with disability are not obliged to identify their disability, however, may do so at any stage during their interaction with TAFE NSW (at enquiry, enrolment or during their study).

3.1.6 At course enquiry and enrolment if a student wants to talk about support options, TAFE NSW staff will connect them with a Disability Teacher Consultant.

3.1.7 The Disability Teacher Consultant will contact the student to arrange a suitable time to discuss their needs. This conversation will cover the educational impact of the student's disability, and any Reasonable Adjustments that may be required to study at TAFE NSW and any inherent course requirements. The student will also be asked to provide supporting documents for fee exemptions, if eligible (See Fee Exemption 3.2).

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3.1.8 When a student with disability does not request support, or chooses not to identify their disability, their enrolment will continue through the enrolment process, without referral to a Disability Teacher Consultant.

3.1.9 If a student identifies as a student with disability or obtains a disability after enrolment, and requests support, they will be referred to a Disability Teacher Consultant by TAFE NSW staff. The Disability Teacher Consultant will:

a. Update the confidential student record in the student management system

b. Confirm if they are eligible for fee exemptions that may be available for their current enrolment in consultation with the Admissions team

c. Discuss the inherent requirements of the qualification, educational impact of the student's disability and Reasonable Adjustments.

3.1.10 External support services and schools may also refer students with disability to the Disability Teacher Consultant. TVET students with disability inquiries are managed through a contractual agreement with the Department of Education.

3.2 Fee Exemptions

3.2.1 TAFE NSW applies government-subsidised training fee exemptions, under State Training Authority guidelines, to students with disability who meet the eligibility and supporting documentation criteria.

3.2.2 Under the NSW Government Smart and Skilled program, students with disability may qualify for a Fee Exemption by providing appropriate documentary evidence. The required evidence falls into two categories:

a. Students receiving the Disability Support Pension (DSP) - Those who receive the DSP can access a fee exemption by providing the following:

i. Their Centrelink Reference Number (CRN) and provide TAFE NSW consent to verify the receipt of the DSP through the student management system or

ii. A current Disability Pensioner Concession card showing the CRN or

iii. A current Centrelink income statement showing DSP income and the CRN.

b. Students with disability who don't receive a Disability Support Pension (DSP) must provide supporting documentation to the Disability Teacher Consultant to determine eligibility for a fee exemption and then any loadings which fund additional support.

3.2.3 Once the Disability Teacher Consultant has confirmed eligibility for a fee exemption, the Student and Campus Admissions Team will apply the fee waiver in the Student Management System. The student with disability will receive a system-generated email confirming their exemption has been approved and outlining next steps.

3.2.4 Under the Smart and Skilled program in New South Wales, government subsidies—including fee exemptions—do not apply when a student enrols in the same qualification more than once, even if

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the enrolments are in different streams or specialisations. For example, if a student has completed the Certificate IV in Information Technology (Programming stream) and later enrols in the Certificate IV in Information Technology (Gaming stream), they would be required to pay full fee for second enrolment.

3.2.5 Fee exemptions do not apply to courses that are not government subsidised or are funded by TAFE NSW. However, if a TAFE NSW Managed course is funded under Smart and Skilled, the student may be eligible to apply for a fee exemption.

3.3 Reasonable Adjustments

What is a Reasonable Adjustment?

3.3.1 Reasonable adjustment is a measure taken to support a student with disability to participate in education and training on the same basis as students without a disability and in alignment with Disability Standards for Education 2005.

3.3.2 Reasonable Adjustments must be tailored to the individual needs of each student with disability.

Determining Inherent Requirements of the course

3.3.3 Some courses have inherent requirements, which identify the essential abilities, attributes, skills, and behaviours that students must demonstrate throughout their learning experience to successfully complete the course. These requirements:

a. uphold the academic integrity of the TAFE NSW learning, assessment, and accreditation processes.

b. may be used as a starting point for discussion by the Disability Teacher Consultant with the student to clarify the skills and abilities necessary for success in a particular course and explore the best ways to achieve the intended learning outcomes.

3.3.4 Understanding inherent requirements assists in ensuring that any Reasonable Adjustments made do not affect academic standards. The following reflections may assist in identifying which course requirements are essential:

a. Would modifying or removing a particular requirement significantly alter the intended learning outcomes?

b. Does the inherent requirement potentially prevent the student from achieving all or some of the assessment criteria?

c. Have changing circumstances, practices or technology advancements made a previous requirement redundant?

d. Could the learning objective be achieved through an alternative requirement with a lesser discriminatory impact?

e. What is the pedagogical purpose behind a particular requirement, how does it achieve that purpose and are there other ways of achieving this?

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f. If a requirement involves a particular skill, is it the actual skill that is required or is it the application of knowledge to the task?

g. Are there alternative ways that students could demonstrate that they meet the learning outcomes?

Determining Reasonable Adjustment

3.3.5 TAFE NSW Disability Teacher Consultants are educational specialists with specific qualifications, expertise and experience in support for students with disability. They collaborate directly with the student with disability and ensure the Reasonable Adjustment is appropriate in accordance with the Disability Standards for Education 2005.

3.3.6 Reasonable adjustments are developed collaboratively between the student with disability and the Disability Teacher Consultant and may include, but are not limited to, extended timeframes for assessments, use of assistive technology, alternative formats for assessment materials and adjusted environment.

3.3.7 After considering Reasonable Adjustments, if the Disability Teacher Consultant identifies barriers for the student to meet that the course's inherent requirements, they will discuss these concerns and the reasons behind them with the student prior to enrolment or as soon as practicable.

3.3.8 Where TAFE NSW identifies a student's enrolment in a particular course raises legitimate safety concerns that cannot be addressed through Reasonable Adjustments, TAFE NSW will discuss this with the student and where available, provide suitable alternatives.

3.3.9 When assessing whether a Reasonable Adjustment effectively supports a student's participation in a course, consideration must be given to its impact. The Reasonable Adjustment should be as non-disruptive and minimally intrusive as possible, while maximising benefits or, at least, not reducing the benefits for the student. Meaningful consultation with all relevant stakeholders is essential, with the student at the centre of the discussions as the primary decision maker.

3.3.10 In assessing whether a particular adjustment is reasonable for the student with disability, the following should be considered:

a. The ways in which the student's disability influences their learning and academic engagement.

b. The perspectives of the student with disability, or their representatives, regarding whether the proposed adjustment is reasonable and its effectiveness in supporting equitable access, participation and outcomes in education and training.

c. The expected impact of the proposed adjustment on the student with disability, particularly in terms of participation in courses and achievement of learning outcomes.

d. The potential impact of the proposed adjustment on staff and other students in the learning environment.

3.3.11 When determining if a Reasonable Adjustment should be applied, TAFE NSW must make sure academic standards are maintained and all essential course components are kept.

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3.3.12 In consultation with the student with disability, the Disability Teacher Consultant will develop an Individual Education Plan. The Individual Education Plan will document the Disability Teacher Consultant's information gathered and professional conversations, as well as the negotiated Reasonable Adjustments required. This Plan is a confidential document between the Disability Teacher Consultant and the student with Disability and is not disclosed with the Head Teacher or teaching staff.

3.3.13 After consultation with the student with disability, the Disability Teacher Consultant will liaise with the Head Teacher and provide a Reasonable Adjustment Email Form. This form details the Reasonable Adjustments the student requires.

3.3.14 The teaching section has responsibility for developing and implementing a Health Care Management Plan and/or Personal Emergency Evacuation Plan when required by a student. The Disability Teacher Consultant may be consulted as needed.

3.3.15 The Individual Education Plan and the Reasonable Adjustment Email Form may be adjusted through the student's studies in consultation with the student with disability and the Disability Teacher Consultant.

3.3.16 Information provided in the Reasonable Adjustment Email Form is confidential and only provided to staff for the purpose of implementing the adjustments.

3.3.17 The Disability Teacher Consultant may engage and employ appropriate support staff (e.g. AUSLAN interpreters, teachers or disability assistant).

3.3.18 It is the responsibility of the teacher and Head Teacher to ensure that all Reasonable Adjustments that have been agreed to are available for the student with disability.

3.3.19 If an agreed adjustment is not possible or clarity is required, the teacher or Head Teacher should contact the Disability Teacher Consultant to discuss alternatives.

3.3.20 The Disability Standards for Education 2005 requires TAFE NSW to take reasonable steps to enable the student with disability to participate in education on the same basis as a student without disability.

Accessible Learning Resources and Assistive Technology

3.3.21 Once Reasonable Adjustment requirements have been agreed upon, the need for assistive technology (hardware and/or software) can be identified. Student may use their own equipment or, with support from TAFE NSW's Disability Teacher Consultant may access loaned equipment as needed. The Provision of Assistive Technology and Equipment to the Student process outlines the steps for loaning assistive technology to students with disability.

3.3.22 The TAFE NSW's Disability Teacher Consultant and the student with disability will complete the Equipment Loan Form -Disability and Access Services, specifying the required hardware or software.

3.3.23 At the end of their studies or when the student no longer requires the assistive technology, they must return the loaned equipment to a TAFE NSW Disability Teacher Consultant or a TAFE NSW Library.

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External Support worker or Personal Care worker on campus

3.3.24 Support workers or Personal Care workers provide non-educational personal assistance to students with disability within the TAFE NSW environment, including, during TAFE-approved field trips, excursions, and student work placements. The workers may be engaged directly by the student or through external agencies, in either paid or unpaid roles. They are not employed by TAFE NSW for educational or instructional support and their role must not compromise the academic integrity of a course or the validity of any assessment

3.3.25 External support services, including family and informal support, must not accompany a student with disability into class without prior agreement and consent from all parties.

3.3.26 The How Do I Arrange a Support Worker or Personal Care Worker Access to a TAFE Facility Guide outlines detailed steps to approve NDIS funded and other support services, including Personal Care Workers and informal supports.

3.3.27 Before entering a learning environment all Support workers and Personal Care workers must provide the Disability Teacher Consultant with the relevant documentation which may include:

a. A current Working with Children check including WWC clearance number

b. For paid workers - proof of Public Liability and Workers Compensation insurance

c. For volunteers – Public Liability insurance

d. A complete and signed Agreement for Support workers and Personal Care workers attending TAFE NSW classrooms and other learning spaces form.

3.3.28 Family members and informal supports of the student with disability are not required to have insurance and are advised that if they injure themselves on TAFE premises they may not be entitled to compensation.

3.3.29 If the external support worker is approved to provide personal, mobility or short-term transition support to a student with disability, the Disability Teacher Consultant will notify the Head Teacher and relevant staff.

3.3.30 If an external support worker attends a class with a student before the teacher being informed, the teacher must immediately contact the Disability Teacher Consultant to confirm that all relevant requirements have been met.

3.3.31 The How Do I Arrange a Support Worker or Personal Care Worker Access to a TAFE Facility Guide outlines detailed steps to approve NDIS funded and other support services, including Personal Care Workers and informal supports.

3.4 Assistance Animals on Campus

3.4.1 Assistance animals provide functional support for a range of experiences, including sensory, physical and psychosocial disability.

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3.4.2 TAFE NSW students with disability who require an assistance animal to accompany them when attending a TAFE NSW campus are required to make an appointment with a Disability Teacher Consultant to confirm an assistance animal's eligibility under the law.

3.4.3 The process for determining the assistance animal's eligibility and access to the learning environment is detailed in the How do I organise approval of assistance animals on campus and in classrooms guide.

3.5 Privacy and Confidentiality

3.5.1 TAFE NSW Disability and Access Services is governed by the TAFE NSW Privacy Policy. This policy outlines how TAFE NSW collects, stores, uses and discloses students' personal information, as well as student's rights regarding their information. Additionally, Maintain Confidential Student Support Services Record details TAFE NSW procedures for maintaining confidential student Support Service records.

3.5.2 The TAFE NSW Disability and Access Services is a confidential service. TAFE NSW Disability Teacher Consultants will not disclose information about the student, including attendance or the type of service provided without the student's consent.

3.5.3 TAFE NSW Disability Teacher Consultants must seek verbal or written consent from the student prior to releasing information to a third party. Where appropriate, students with disability, must be provided the Confidentiality and Privacy -TAFE NSW Disability and Access Services Info Sheet.

3.5.4 Disability Teacher Consultants utilise a confidential record management system for documentation, correspondence and the coordination of student support.

3.5.5 The information provided by the student with disability is used by the TAFE NSW Disability and Access Services to document the support accessed by the student and, when necessary, to communicate with them. This information is essential for delivering appropriate support and monitoring the student's progress.

3.5.6 Exemptions to privacy obligations may apply in circumstances where there is a legal duty to disclose information. This includes situations involving a serious and imminent threat to an individual or public safety, as outlined in the Privacy and Personal Information Protection Act 1998 (NSW). Exemptions also apply where there is a duty to report risk of serious harm to young persons, as Disability Teacher Consultants are mandatory reporters under the Child and Young Persons (Care and Protection) Act. Additional, exceptions may include managing risks associated with a history of violent behaviour and responding to legal subpoenas.

3.5.7 TAFE NSW is legally required to keep student records in accordance with the TAFE NSW Records Management Policy.

3.6 Feedback, Complaints and Appeals

3.6.1 TAFE NSW values student feedback and considers complaints an essential tool for enhancing our services, facilities and the overall student experience. In accordance with our commitment to continuous improvement, TAFE NSW has a process for submitting complaints and feedback. Details of this process can be found at TAFE NSW Complaints and Feedback.

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3.6.2 A student with disability may appoint an advocate to assist them with the feedback, complaint and appeal process.

3.6.3 Information on the academic appeals process is found in the TAFE NSW Assessment Appeals Policy, TAFE NSW Higher Education Student Progression and Exclusion Procedure, Course progress and attendance monitoring for international students (VET and ELICOS Policy).

4 Monitoring

4.1.1 The Responsible Officer, or their delegate, will monitor the effectiveness of feedback related to this procedure and take appropriate action to ensure continuous improvement and compliance with legislative requirements.

4.1.2 The Responsible Officer will coordinate a formal review of this procedure every two years or sooner if changes in legislation or organisational structure require it.

5 Responsibilities

5.1 This section outlines the positions or teams that have responsibilities within the procedure.

Position	Responsibility
Executive Director Student and Campus Services (Accountable Officer)	Oversight of the development, review and amendment of this procedure, with the authority to approve revisions to the procedure to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
Director Customer and Student Success Support (Responsible Officer)	Support the Accountable Officer in the development, monitoring, review and amendment of this procedure, to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
Disability Teacher Consultant	Disability Teacher Consultants (TC) are educational specialists, with specific qualifications, expertise and experience in supporting students with disability in an educational setting. The role actively promotes access of students with disability to TAFE NSW courses maximising enrolments, participation, and completions in Vocational Education and Training leading to successful achievement of student goals and employment for people with disability. Disability TCs liaise with disability networks, schools and external support providers.

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Students	Students must adhere to TAFE NSW policies and procedures as outlined on the TAFE NSW website and in the TAFE NSW Student Guide.
Staff	TAFE NSW staff must adhere to TAFE NSW policies and procedures. All staff are expected to actively contribute to creating a safe inclusive and equitable environment that supports students with disability.

6 Governance information

Governance	Details
Related policies	This procedure is governed by the following: Students with Disability Policy Customer Complaints Policy Manage Assessment Appeals Policy TAFE NSW Records Management Policy Manage Assessment Appeals Policy Assessment Procedure TAFE NSW Higher Education Assessment Procedure Manage Assessment Appeals Procedure Customer Complaints Management Procedure
Related documents	This procedure is to be read together with: Enrolment and Student Administration Policy Assist learners with disability and fee exemption applications - SCS Knowledge Hub Individual Education Plan The Provision of Assistive Technology and Equipment to the Student Equipment Loan Form -Disability and Access Service Agreement for Support and Personal Care workers attending TAFE NSW classrooms and other learning spaces form How Do I Arrange a Support Worker or Personal Care Worker Access to a TAFE Facility Guide

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	How do I organise approval of assistance animals on campus and in classrooms guide. the Confidentiality and Privacy -TAFE NSW Disability and Access Services Info Sheet Student Complaint Third Party Authority Form
Accountable Officer	Executive Director, Student and Campus Services
Responsible Officer	Director, Customer and Student Success Support
Content Manager number	[Provided on uploading to the Policy and Procedure Hub]
Next review date	[Enter DD/MM/YYYY equal to 2 years from the approval date, unless legislation states otherwise]

7 Definitions

Word, phrase or abbreviation	Meaning
Appeals process	A formal mechanism for applicants to challenge decisions relating to decisions made by TAFE NSW including complaint, recognition, assessment and breach of student conduct outcomes.
Assessment	The process by which TAFE NSW, or a third-party delivering services on its behalf, collects evidence for the purposes of determining whether a student is competent (VET) or has met their Learning Outcomes (Higher Education) or NSW Education Standards (HSC).
Assessor	An authorised TAFE NSW employee or third party who determines a student's competency and/or attainment of learning outcomes
Assistance animal	Section 9(2) of the Disability Discrimination Act 1992 (Act) defines an assistance animal as a dog or other animal that meets the following criteria: a. It is accredited under a law of a state or territory that provides for the accreditation of animals trained to assist individuals with disability in alleviating the effects of that disability.

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	b. It is accredited by an animal training organisation that is prescribed by the regulations for these purposes, or it has been trained: i. to assist a person with disability to alleviate the effect of the disability; and ii. to meet standards of hygiene and behaviour that are appropriate for an animal in a public place
Disability	The social model of disability defines disability as the result of societal barriers rather than individual nuances. It emphasises that people are disabled by inaccessible environments, discriminatory attitudes, and systemic obstacles rather than their personal characteristics. This model advocates for removing barriers and creating inclusive spaces, ensuring that everyone can fully participate in society. TAFE NSW abides by the legal definitions of disability as outlined in the following legislative documents: - Disability Discrimination Act 1992 - Disability Standards for Education 2005 - Convention on the Rights of Persons with Disabilities
Disability Teacher Consultant	Disability Teacher Consultants (TC) are educational specialists, with specific qualifications, expertise and experience in supporting students with disability in an educational setting.
Inherent Requirements	Inherent requirements are the core elements of a course or unit of competency that students must meet to develop the necessary skills and knowledge to complete their studies successfully. Inherent requirements maintain TAFE NSW academic standards and ensure fair learning and assessment.
Reasonable Adjustment	Reasonable adjustment is a measure taken to support a student with disability to participate in education and training on the same basis as students without a disability and in alignment with Disability Standards for Education 2005.
Support worker or Personal Care worker	Support worker or Personal Care worker is an external employee that provides non-educational personal

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	assistance to students with disability within the TAFE NSW environment

8 Document history

No.	Effective	Approved by	Amendment
2	DD MONTH 2025	Chief Student and Community Officer	Renamed to Students with Disability Implementation and Reasonable Adjustment Procedure. The document has been revised to reflect dignified, inclusive, and accessible language, guided by the social model of disability. The update ensures compliance with ASQA, TESQA and the Disability Standards for Education 2005 particularly in relation training support and Reasonable Adjustment.
1	13 December 2005	Associate Director - TAFE equity strategy and programs	Updated to reflect new format requirements and current legislative and regulatory arrangements

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