

Reasonable Adjustments for Disability

Policy and Procedure

Purpose

This policy ensures that AA Academy provides reasonable adjustments to training, assessment, and support services for learners with disabilities or medical conditions, allowing them to access and participate in training on the same basis as other students. This reflects the RTO's obligations under the Disability Discrimination Act 1992 (Cth) and the Standards for RTOs 2025.

Clause Alignment:

- *Outcome Standard 1.4:* Learners receive information on support and adjustments available prior to enrolment.
- *Outcome Standard 1.7:* Appropriate support, including reasonable adjustments, is provided where needed.
- *Outcome Standard 1.8:* Resources and facilities are suitable for all learners, including those requiring adjustments.

Policy Statement

2.1 AA Academy is committed to ensuring students with disabilities are treated fairly and provided with reasonable adjustments to participate effectively in training and assessment.

2.2 Reasonable adjustments are designed to meet the individual learner's needs without compromising competency standards or the inherent requirements of the training product.

2.3 Adjustments will balance the student's needs, the capacity of AA Academy, and the integrity of the qualification.

2.4 Students are encouraged to disclose any disability or medical condition as early as possible, with assurance of confidentiality and non-discrimination.

2.5 Adjustments will only be implemented with the student's consent and after consultation.

Procedure

3.1 Identification and Disclosure

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- Students are invited to disclose disabilities or medical conditions during the enrolment process, pre-training review, or at any point during their studies.
- Disclosures are handled confidentially, and students are informed of their right to request adjustments.

3.2 Assessment of Adjustment Needs

- Gathering information from enrolment interviews and pre-training reviews,
- Consulting with the learner and, where appropriate, medical or allied health professionals,
- Considering recommendations for disability-specific supports, including:
 - Assistance with forms or enrolment paperwork,
 - Dedicated disability liaison contact,
 - Use of a scribe or reader for assessments,
 - Reasonable supervision arrangements,
 - Flexible assessment or delivery adjustments.
 - *Individual Support Plan* is developed, detailing:
 - i. Specific adjustments required,
 - ii. Roles and responsibilities,
 - iii. Timeframes,
 - iv. Review dates.

3.3 Types of Adjustments

Adjustments may include, but are not limited to:

- Modifying assessment conditions (e.g., extra time, rest breaks, alternative assessment methods).
- Providing assistive technology or adaptive equipment.
- Allowing the use of a scribe or interpreter.
- Adjusting learning resources or delivery modes (e.g., larger print, simplified language).
- Altering physical environments (where feasible).
- Providing advocacy services to help the student navigate placement, assessments, or training challenges,

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- Offering assistance with conflict resolution if a learner feels adjustments are inadequate.

3.4 Implementation

- Trainers, assessors, and relevant staff are informed of agreed adjustments.
- Adjustments are documented and communicated only to staff directly involved with the student's training, respecting confidentiality.

3.5 Monitoring and Review

- Adjustments are reviewed regularly (at least once per term) or earlier if circumstances change.
- The plan is updated as needed, with the student's involvement.

3.6 Records Management

- All reasonable adjustment discussions, plans, and reviews are documented securely in the student's file.

Communication

- Information about reasonable adjustments is included in the Student Handbook, on the website, and during enrolment and orientation sessions.
- Trainers and staff are reminded regularly of their obligations and the availability of support for students requiring adjustments.

Review and Continuous Improvement

This policy is reviewed annually or sooner if required by changes in legislation, standards, or internal procedures, as part of AA Academy's Continuous Improvement process.