



**Central Regional TAFE
Disability Access and Inclusion Plan (DAIP)
2017 – 2021**

This plan is available upon request in alternative formats including in standard and large print, electronically by email, in audio format, on CD and on our website at www.centralregionaltafe.wa.edu.au

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Introduction

Central Regional TAFE (CRT) was formed on 11 April 2016 by the amalgamation of former C. Y. O'Connor Institute, Durack Institute of Technology and Goldfields Institute of Technology, as part of the State Government Training Sector Reform Project.

Central Regional TAFE values academic excellence and strives to be an innovative and progressive training organisation, committed to meeting the educational and training needs of Western Australia's Midwest and Gascoyne, Goldfields and Wheatbelt regions, and beyond through provision of international study.

Our purpose reflects the desire to contribute to strong and vibrant communities, including having a pro active commitment to continuous improvement that encourages organisational growth and development, leading to improved ways of working.

Central Regional TAFE has a strong customer focus in delivery and assessment and is committed to maximising student, customer and staff satisfaction by actively monitoring, reviewing and continuously improving and customising products and services.

What is Disability?

A disability is any continuing condition that restricts everyday activities. The Disability Services Act (1993) defines 'disability' as meaning a disability:

- which is attributable to an intellectual, psychiatric, cognitive, neurological, sensory or physical impairment or a combination of those impairments
- which is permanent or likely to be permanent
- which may or may not be of a chronic or episodic nature
- which results in substantially reduced capacity of the person for communication, social interaction, learning or mobility and a need for continuing support services.

With the assistance of appropriate aids and services, the restrictions experienced by many people with a disability may be overcome.

Types of disability

The Disability Services Act (1993) defines disability as:

Sensory	Affecting vision and/or hearing.
Neurological	Affecting a person's ability to control their movements, for example, cerebral palsy.
Physical	Affecting mobility and/or a person's ability to use their upper or lower body.
Intellectual	Affecting a person's judgement, ability to learn and communicate.
Cognitive	Affecting a person's thought processes, personality and memory resulting, for example, from an injury to the brain.
Psychiatric	Affecting a person's emotions, thought processes and behaviour, for example, schizophrenia and manic depression.

Prevalence of Disability

Disability affects one sixth of the Western Australian population.

The 2012 Survey of Disability Ageing and Carers conducted by the Australian Bureau of Statistics found:

- an estimated 389,800 people reported having a disability
- 236,200 people are carers of people with disability
- over one sixth of the WA population have a disability which equates to 16.2 per cent
- more than 50 per cent of people aged 60 years are reported to have a disability
- around 2.7% or 57,000 people under the age of 65 are reported to have severe or profound disability. (SDAC 2012)

The number of Western Australians with disability is increasing, partly due to population growth in the state but also because the incidence of disability increases with age. Between 2006 and 2026 the number of people with disabilities in WA is expected to increase by around 190,000, due mainly to our ageing population.

Legislative Context

The Western Australian Disability Services Act 1993, (amended 2004) requires local and state government authorities to develop and implement a Disability Access and Inclusion Plan (DAIP) that will further both the principles and the objectives of the Act.

The Act states that a person with a disability has the right to be respected for their human worth and dignity and has the same human rights as other community members, regardless of the degree and nature of their disability.

Additional legislation underpinning access and inclusion includes the WA Equal Opportunity Act 1984 (amended 1988), Commonwealth Disability Discrimination Act 1992 (DDA), and Disability Standards for Education 2005.

Access and Inclusion Policy Statement

Central Regional TAFE is committed to providing the best possible opportunities for clients to access the full range of training delivery and assessment services we offer. We incorporate the principles of access and equity into the way we provide all our programs and services. This means ensuring an inclusive approach to the way we provide services and also recognising that specific strategies may be required to assist clients from particular access and equity groups.

Central Regional TAFE acknowledges the positive contribution of a diverse workforce, one that better reflects the communities we represent and our student populations. We seek to ensure that all employees or potential employees are treated with fairness, respect and dignity in relation to access to employment opportunities and entitlements. We value diversity and employment practices that recognise and, where appropriate, include measures to achieve diversity and equality of employment for members of equity groups.

Central Regional TAFE promotes an organisational culture which values the diversity of our students and employees and provides a working and learning environment which is free from discrimination and in which all clients, both internal and external, are provided with the opportunity to achieve their full potential.

We embrace the concept of substantive equality which involves achieving equitable outcomes as well as equal opportunity. Substantive equality recognises that equal or the same application of rules to equity groups can have unequal results. We therefore believe that equity is about ensuring all people and all groups of people participate, have the opportunity to reach their potential and receive responsive and appropriate products and services. In other words the destination for all clients is the same but the journey may be different, taking into account their differing needs.

Central Regional TAFE seeks to eliminate all forms of discrimination and harassment within the organisation through recognising legislation and embracing the ethical principles of equal opportunity and by providing a learning and work environment, which helps all participants to succeed in their current work and future goals. This acknowledges and celebrates diversity in the workplace that is free from all forms of discrimination and harassment and which recognises, utilises and values the abilities, skills and ideas of all our people.

Central Regional TAFE is committed to achieving the seven desired outcomes of the Disability Access and Inclusion Plan. These are:

Outcome 1:

People with disability have the same opportunities as other people to access the services of, and any events organised by, Central Regional TAFE.

Outcome 2:

People with disability have the same opportunities as other people to access the buildings and other facilities of Central Regional TAFE.

Outcome 3:

People with disability receive information from Central Regional TAFE in a format that will enable them to access the information as readily as other people are able to access it.

Outcome 4:

People with disability receive the same level and quality of service from staff of Central Regional TAFE as other people receive from the staff of Central Regional TAFE.

Outcome 5:

People with disability have the same opportunities as other people to make complaints to Central Regional TAFE.

Outcome 6:

People with disability have the same opportunities as other people to participate in any public consultation by Central Regional TAFE.

Outcome 7:

People with disability have the same opportunities as other people to obtain and maintain employment with Central Regional TAFE.

As part of this process, Central Regional TAFE will:

- Consult with community members, people with disability, their families and carers, and disability organisations, to ensure that barriers to access and inclusion are addressed.
- Ensure that Central Regional TAFE's agents and contractors work towards the desired access and inclusion outcomes in our DAIP.
- Work in partnership with community groups and other public authorities to facilitate the inclusion of people with disability through improved access to information, services and facilities.

Development of the Disability Access and Inclusion Plan 2017 – 2021

Consultation for the Disability Access and Inclusion Plan for the newly formed Central Regional TAFE used the following strategies:

- The DRAFT *DAIP 2017 - 2021* was placed on the College website.
- Advertised in the *West Australian* newspaper and the College website and social media pages, calling for public comment on the DRAFT DAIP.
- Provided copies of the DRAFT DAIP at Industry Advisory Committees, gaining valuable feedback.
- All Central Regional TAFE staff were invited to comment on the DRAFT DAIP, and to attend regional community consultation meetings.
- Electronic and hard copies of the DRAFT DAIP were sent to key agencies and currently enrolled students with disability, inviting them to participate in the community consultation. Participants were encouraged to provide feedback and comments.
- Provided hard copies of the DRAFT DAIP and invitation to provide feedback to on-campus students with disability and their carers. This included the use of facilitators and the availability of an easy English copy of the DAIP.

Functions, Facilities and Services Provided by Central Regional TAFE

Central Regional TAFE offers a wide range of accredited courses ranging from Certificate I to Advanced Diploma as well as university programs delivered through contracting arrangements with universities. We have a commitment to deliver high quality training opportunities that ensure industry has access to a skilled and job ready workforce, and that training provides individuals with the necessary skills to capitalise on the opportunities the regions present. Courses are delivered and assessed across numerous delivery modes including face-to-face, flexible learning, external learning, e-learning, traineeships, apprenticeships and recognition of prior learning.

Services provided to students at our campuses include:

- Aboriginal and Torres Strait Islander Services
- Bookshop – Geraldton and Northam campuses
- Canteen – Geraldton, Northam
- Student Services –
 - Career counselling
 - International student support
 - Disability support
- Library – Geraldton and Northam campuses
- On site accommodation – Geraldton and Kalgoorlie campuses
- Student Administration

All Central Regional TAFE staff are responsible for providing a learning program and environment that facilitates participation for all students. We also offer trained disability support staff who provide a point of contact for student, disability service providers and staff; and advises staff on appropriate support strategies to assist students with disability. Central Regional TAFE provides support for students with disability who wish to enrol in mainstream courses as well as providing programs specifically designed for people with disability.

Evaluation, Monitoring and Review Process

Central Regional TAFE's DAIP will be reviewed every five years, in accordance with the requirements of the Disability Services Commission. We will:

- Advertise in the West Australian newspaper and Central Regional TAFE's website, calling for public comment.
- Organise community consultation meeting in key regional areas, to include staff, key agencies, students with disability and their carers.

Once finalised and endorsed by Central Regional TAFE's Governing Council, the new DAIP will be lodged with the Disability Services Commission. Once endorsed by the Disability Services Commission, the new DAIP will be promoted by them on their corporate website.

The new DAIP will be placed on Central Regional TAFE's website and an advertisement will be placed in the West Australian newspaper informing the general public of the new DAIP and its availability on Central Regional TAFE's website.

The DAIP Implementation Plan will be updated annually to reflect progress and address remaining and emerging access and inclusion issues.

Central Regional TAFE is required to report on the implementation of its DAIP to the Disability Services Commission each year, using the prescribed progress report template, which requires reporting on the following areas:

- Its progress towards the desired outcomes of its DAIP.
- Progress of agents and contractors towards meeting the desired outcomes.
- Strategies used to inform agents and contractors of the DAIP. This can be through the tendering process, by email and in contracts.

Reporting on the DAIP is also included in Central Regional TAFE's Annual Report.

Access and Inclusion Strategies

Outcome 1:

People with disability have the same opportunities as other people to access the services of, and any events organised by, Central Regional TAFE.

STRATEGY
Provide opportunities for people with disability to comment on access to programs, services and advice provided by Central Regional TAFE
Ensure events and social activities, on and off campus, are accessible to people with disability, and cater for specific client needs
Develop and maintain partnerships with key agencies to maximise access to the services of Central Regional TAFE
Ensure Central Regional TAFE staff, their agents and contractors are aware of the relevant requirements of the Disability Services Act
Monitor Central Regional TAFE's Disability Access and Inclusion Plan (DAIP) to ensure it supports equitable access to services across all areas
Staff are provided with access to information on universal design, reasonable adjustment and student support services
Incorporate, as appropriate, the objectives of the DAIP into all Central Regional TAFE plans, budgeting processes, and other relevant documentation

Outcome 2:

People with disability have the same opportunities as other people to access the buildings and other facilities of Central Regional TAFE.

STRATEGY
Ensure that buildings and facilities are physically accessible to people with disability.
Ensure that future premises leased, built, modified or renovated by Central Regional TAFE are accessible to people with disability
Ensure that ACROD parking meets the needs of people with disability in terms of quantity and location
Ensure that people with disability are provided with an opportunity to comment on physical access to buildings and facilities
Where student residential accommodation is available, it is accessible and designed to meet the needs of people with disability*

*One unit, housing four persons, is provided within the Residential Village at the Geraldton Campus.

Outcome 3:

People with disability receive information from Central Regional TAFE in a format that will enable them to access the information as readily as other people are able to access it.

STRATEGY
Inform and educate staff on accessible information needs and how to obtain information in other formats if client requests
Ensure that Central Regional TAFE's website meets Web Content Accessibility Guidelines (WCAG 2.0)
Ensure publications regarding services, facilities and customer feedback are available in an appropriate format including using clear and concise language
Ensure that teaching and learning resources are accessible to people with disability
Ensure there are reporting mechanisms in place for access issues
Ensure all students with disability have the required information and support. Monitor supports for quality and reporting purposes

Outcome 4:

People with disability receive the same level and quality of service from staff at Central Regional TAFE as other people receive from the staff at Central Regional TAFE.

STRATEGY
Improve staff knowledge of disability and access issues, and improve their skills to provide best possible service to people with disability
Identify and utilise existing staff skills and competencies to enhance service to people with disability
Review accessible teaching, support and assessment strategies in the classroom and beyond
Improve the awareness of new staff members about disability access and inclusion issues
Central Regional TAFE will provide advice and information about services to people with disability to enable them to make informed decision about their training/employment options
Central Regional TAFE is informed of current trends locally to assist in providing accessible, quality services to people with disability
Central Regional TAFE provides professional development and ongoing support for staff to improve their skills in working with people with disability
Assessment processes meet the needs and characteristics of the candidate/s being assessed while maintaining the integrity of the unit of competency

Outcome 5:

People with disability have the same opportunities as other people to make complaints to Central Regional TAFE.

STRATEGY
Ensure the grievance mechanisms and customer feedback forms are readily accessible for people with disability
Ensure staff have a sound knowledge about handling complaints received from people with disability

Outcome 6:

People with disability have the same opportunities as other people to participate in any public consultation by Central Regional TAFE.

STRATEGY
Ensure access for people with disability, their families and carers to the established consultative processes of Central Regional TAFE
Seek a broad range of views from the community on disability and access issues
Ensure community based advice and strategic input into the implementation, monitoring and review of Central Regional TAFE's DAIP
Ensure Central Regional TAFE's community consultation and participation processes enable equal opportunities and support access and participation by people with disability, their families and carers

Outcome 7:

People with disability have the same opportunities as other people to obtain and maintain employment with Central Regional TAFE.

STRATEGY
Ensure staff recruitment activities are inclusive and accessible to people with disability
Ensure that staff with disability are provided with appropriate support to carry out their employment responsibilities as specified in the position description

A detailed implementation Plan has been developed to guide the implementation of these strategies. This Implementation Plan will be reviewed on an annual basis to measure the effectiveness of both the strategies and the associated actions developed to operationalise the DAIP.

Strategies and Timeframes

Outcome 1:

People with disability have the same opportunities as other people to access the services of, and any events organised by, Central Regional TAFE.

Strategy	Task	Responsibility	Timeframe
Provide opportunities for people with disability to comment on access to programs, services and advice provided by Central Regional TAFE.	<ul style="list-style-type: none"> Provide a variety of feedback opportunities, in various formats, to comment on access to services. Provide Quality Feedback Stations at all campuses. Opportunities for feedback are available at all campuses, including through student services staff, equity officers, disability support staff, via our website as well as through student and employer surveys. 	Equity Officers Manager Client Communications Manager Student Services	Ongoing
Ensure events and social activities, on and off campus, are accessible to people with disability, and cater for specific client needs.	<ul style="list-style-type: none"> Provide the <i>Events Checklist</i> to all staff for use when organising events. 	Equity Officers Manager Client Communications	As needed
Develop and maintain partnerships with key agencies to maximise access to the services of Central Regional TAFE.	<ul style="list-style-type: none"> Maintain regular contact with disability support and employment agencies, Disability Services Commission managers and Local Area Coordinators, as well as individuals to identify ways of enhancing community inclusion. 	Equity Officers Disability Support Staff	Ongoing
Ensure Central Regional TAFE staff, their agents and contractors are aware of the relevant requirements of the Disability Services Act.	<ul style="list-style-type: none"> Review, revise and update <i>Guide to Disability Access & Inclusion Plans for Contractors</i>. 	Access & Equity Officer	December 2017

Staff are provided with access to information on universal design, reasonable adjustment and student support services.	<ul style="list-style-type: none"> • Provide <i>Induction Pack</i> for new Central Regional TAFE staff. • Review <i>Access and Equity</i> folder containing universal design, access, reasonable adjustment and specific disability information for all staff, and add to newly combined 'K' drive. 	HR Access & Equity Officer	Ongoing June 2017
Incorporate, as appropriate, the objectives of the DAIP into all Central Regional TAFE plans, budgeting processes, and other relevant documentation.	<ul style="list-style-type: none"> • When reviewing Central Regional TAFE plans, give consideration to the strategies listed in the DAIP. 	Corporate Executive	Ongoing

Outcome 2:

People with disability have the same opportunities as other people to access the buildings and other facilities of Central Regional TAFE.

Strategy	Task	Responsibility	Timeframe
Ensure that buildings and facilities are physically accessible to people with disability.	<ul style="list-style-type: none"> • Conduct an annual audit of buildings and facilities, using appropriate checklists. 	Equity Officers	Annually
	<ul style="list-style-type: none"> • Central Regional TAFE's Occupational Safety and Health (OSH) Committee addresses access issues in accordance with their terms of reference. 	OSH Committee	Ongoing
	<ul style="list-style-type: none"> • Where barriers are identified, Central Regional TAFE will make every attempt to acquire appropriate funding or allocate resources to address access issues. 	Campus Managers	As needed
	<ul style="list-style-type: none"> • Ensure key staff maintain an awareness of <i>Australian Standards on Access and Mobility</i>, and the <i>National Construction Code (NCC)</i> which have regular email updates and amendments. 		Ongoing

<p>Ensure that future premises leased, built, modified or renovated by Central Regional TAFE are accessible to people with disability.</p>	<ul style="list-style-type: none"> • Provide a checklist which incorporates <i>Australian Standards for Access and Mobility</i>, and <i>Disability Access to Premises Building Standards</i>. • Liaise with key government agencies managing/coordinating capital works programs on behalf of Central Regional TAFE to ensure agents and contractors comply with the requirements of the DAIP. 	<p>Campus Managers</p>	<p>As needed</p> <p>As needed</p>
<p>Ensure that ACROD parking meets the needs of people with disability in terms of quantity and location.</p>	<ul style="list-style-type: none"> • Conduct an annual audit of ACROD parking, considering location, quantity, accessibility and signage. • Monitor use of ACROD bays. 	<p>Equity Officers Manager Student Services Campus Managers</p>	<p>Annually</p> <p>Ongoing</p>
<p>Ensure that people with disability are provided with an opportunity to comment on physical access to buildings and facilities.</p>	<ul style="list-style-type: none"> • Ensure clients are aware of ways in which feedback can be provided to Central Regional TAFE. • Ensure staff, clients and the community are aware of the ways in which they are able to provide feedback regarding access issues. • Opportunities for feedback are available at all campuses, including through client services, staff, equity officers, disability support staff, via our website as well as through service providers and student surveys. • Ensure mechanisms are in place to communicate resolution of access issues to relevant parties. 	<p>Manager Student Services Manager Planning & Quality Equity Officers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Where student residential accommodation is available, it is accessible and designed to meet the needs of people with disability.*</p>	<ul style="list-style-type: none"> • Monitor suitability on an ongoing basis and ensure adequate maintenance of this unit. • Promote availability of residential unit to clients and service organisations within the region. 	<p>Equity Officers Residential Supervisor Campus Managers</p>	<p>Ongoing</p>

* One unit, housing four persons, is provided within the Residential Village at the Geraldton Campus.

Outcome 3:

People with disability receive information from Central Regional TAFE in a format that will enable them to access the information as readily as other people are able to access it.

Strategy	Task	Responsibility	Timeframe
Inform and educate staff on accessible information needs and how to obtain information in other formats if client requests.	<ul style="list-style-type: none"> Provide professional development sessions to raise general awareness of clients' needs for information to be available in alternative formats and the process for requesting information in available formats within Central Regional TAFE. 	Equity Officers	Ongoing
Ensure that Central Regional TAFE's website meets Web Content Accessibility Guidelines (WCAG 2.0).	<ul style="list-style-type: none"> Seek feedback from students with disability, agencies and the community regarding the new website's ease of use for people with disability. Ensure that Central Regional TAFE's new website provides the message that information is available in alternative formats and that assistance is available. 	Equity Officers Manager Client Communications	Ongoing
Ensure publications regarding services, facilities and customer feedback are available in an appropriate format including using clear and concise language.	<ul style="list-style-type: none"> Ensure that all TAFE documents carry the notation regarding availability in alternative formats, and that assistance is available. Make regular contact with key agencies to ensure that they are aware of the programs and services available, to inform their clients. 	Manager Client Communications Equity Officers	Ongoing
Ensure that teaching and learning resources are accessible to people with disability.	<ul style="list-style-type: none"> Where appropriate, provide accessible hardware and software for computer use (e.g. literacy software, large keyboards, special computer screens). Recruit a diverse range of In Class Assistants, and provide appropriate induction. Review <i>Access and Equity</i> folder containing universal design, access, reasonable adjustment and specific disability information for all staff, and add to newly combined 'K' drive. 	Equity Officers Library Supervisor	Ongoing Ongoing June 2017

Ensure there are reporting mechanisms in place for access issues	<ul style="list-style-type: none"> Inform campus staff, students and the community on how to report access issues and organise communication on resolution of issues. 	Manager Planning & Quality Campus Managers	Ongoing
Ensure all students with disability have the required information and support. Monitor supports for quality and reporting purposes.	<ul style="list-style-type: none"> Conduct ongoing liaison with Client Services and stakeholders to ensure earliest contact with students with disability. 	Manager Student Services Equity Officers	Ongoing

Outcome 4:

People with disability receive the same level and quality of service from staff at Central Regional TAFE as other people receive from staff at Central Regional TAFE.

Strategy	Task	Responsibility	Timeframe
Improve staff knowledge of disability and access issues, and improve their skills to provide best possible service to people with disability	<ul style="list-style-type: none"> Develop professional development activities through new staff induction and awareness training opportunities Promote 'Disability' days Ensure the Disability Access & Inclusion Plan is available on Central Regional TAFE's website. 	Human Resources Equity Officers Manager Client Communications	Ongoing
Identify and utilise existing staff skills and competencies to enhance service to people with disability.	<ul style="list-style-type: none"> Develop a staff skills register, including staff that understand sign language or have other disability and inclusion expertise. 	Manager Human Resources	Ongoing
Review accessible teaching, support and assessment strategies in the classroom and beyond.	<ul style="list-style-type: none"> Equity Officers to be provided with a list of those students who disclose disability on enrolment. Equity Officers to provide assistance to lecturing staff regarding reasonable adjustment for students with disability 	CMIS/Data Administrator Equity Officers	Ongoing
Improve the awareness of new staff members about disability access and inclusion issues.	<ul style="list-style-type: none"> Provide disability awareness information at induction, including where to find resources and who to contact for advice. 	Manager Human Resources	January 2018

Central Regional TAFE will provide advice and information about services to people with disability to enable them to make informed decision about their training/employment options.	<ul style="list-style-type: none"> Staff will set up meetings with clients to provide advice and support through the enrolment process. This may be through their service organisation, in a location or at a time that suits the client. 	Equity Officers Manager Student Services	Ongoing
Central Regional TAFE is informed of current trends locally to assist in providing accessible, quality services to people with disability.	<ul style="list-style-type: none"> Key staff to attend relevant meetings and events in their regions 	Equity Officers Managers	Monthly
Central Regional TAFE provides professional development and ongoing support for staff to improve their skills in working with people with disability.	<ul style="list-style-type: none"> Disability awareness sessions are provided for staff, both new and existing. Review of Central Regional TAFE's disabilities publications, including You, Me and Inclusivity and At Your Fingertips: Disability Awareness for Lecturers. Client Services teams provide day to day support, advice and response to critical situations as they occur. Individual staff are supported to attend specialised professional development programs as appropriate to their needs. 	Equity Officers DAIP Steering Committee Student Services Workforce and Organisation Development Committee	Annually January 2018 As required As required
Assessment processes meet the needs and characteristics of the candidate/s being assessed while maintaining the integrity of the unit of competency.	<ul style="list-style-type: none"> Reasonable adjustment of assessment processes are made to meet the needs and characteristics of the student being assessed, and taking into account any equity requirements. 	Equity Officers Lecturers Program Managers	As required

Outcome 5:

People with disability have the same opportunities as other people to make complaints to Central Regional TAFE.

Strategy	Task	Responsibility	Timeframe
Ensure the grievance mechanisms and customer feedback forms are readily accessible for people with disability.	<ul style="list-style-type: none"> • Provide alternative methods of responding to the Student Satisfaction Survey • Provide and promote that a range of formats/methods for making complaints is available, and assistance is also available. • Develop and make available an easy English complaints brochure. 	Manager Planning & Quality Manager Client Communications Access & Equity Officer	Ongoing Ongoing June 2017
Ensure staff have a sound knowledge about handling complaints received from people with disability.	<ul style="list-style-type: none"> • Provide professional development for Central Regional TAFE staff, particularly Student Services staff. • Raise awareness of processes for lodging a complaint or grievance, including appeal against an assessment decision, and ensure staff are aware of responsibilities in relation to acting on complaints through professional team meetings, PD sessions and staff inductions. 	Equity Officers Manager Student Services Human Resources	Ongoing

Outcome 6:

People with disability have the same opportunities as other people to participate in any public consultation by Central Regional TAFE.

Strategy	Task	Responsibility	Timeframe
Ensure access for people with disability, their families and carers to the established consultative processes of Central Regional TAFE.	<ul style="list-style-type: none"> • Ensure promotion of consultative processes through media and stakeholder engagement processes. • Provide feedback forms for the community to comment on Central Regional TAFE's DAIP. 	Manager Client Communications Manager Student Services Equity Officers	Ongoing
Seek a broad range of views from the community on disability and access issues.	<ul style="list-style-type: none"> • Advertise community consultations in a variety of media. • Maintain ongoing liaison with appropriate key agencies in the community. • Seek feedback from students with disability and TAFE staff about access and inclusion at Central Regional TAFE. 	Manager Client Communications	Ongoing
Ensure community based advice and strategic input into the implementation, monitoring and review of Central Regional TAFE's DAIP.	<ul style="list-style-type: none"> • Community to meet on a regular basis to monitor, guide and report on the implementation of the DAIP activities and provide ongoing strategic input regarding disability, access and inclusion. 	CMIS/Data Administrator Equity Officers	Ongoing
Ensure Central Regional TAFE's community consultation and participation processes enable equal opportunities and support access and participation by people with disability, their families and carers.	<ul style="list-style-type: none"> • Ensure meetings and forums held as part of community consultation comply with Accessible Events guidelines • Consult with and via disability organisations and networks as required. • Ensure that the access needs of people with disability are considered in all community consultations and not just those relating to access. 	Manager Client Communications Manager Student Services	Ongoing

Outcome 7:

People with disability have the same opportunities as other people to obtain and maintain employment with Central Regional TAFE.

Strategy	Task	Responsibility	Timeframe
Ensure staff recruitment activities are inclusive and accessible to people with disability.	<ul style="list-style-type: none"> • Ensure all recruitment policies, procedures, templates, language and format are inclusive of people with disability as required. • Ensure recruitment documentation can be made available in alternative formats upon request. • Include an Equal Opportunity statement in job adverts. • Make sure the interview is held in an accessible venue. 	Human Resources	Ongoing
Ensure that staff with disability are provided with appropriate support to carry out their employment responsibilities as specified in the position description.	<ul style="list-style-type: none"> • Work with Disability Service Providers (DES) to advise what constitutes reasonable adjustment and provide initial assistance in the workplace if required. • Provide disability and awareness information sessions/training for managers and staff. 	Line-manager General Manager Human Resources	Ongoing Annually

