

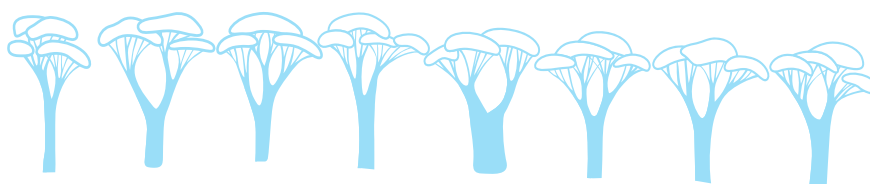
Disability Access and Inclusion Plan

2022-2026

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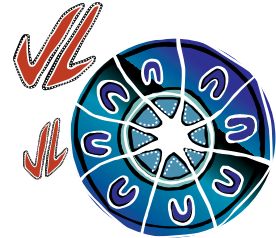
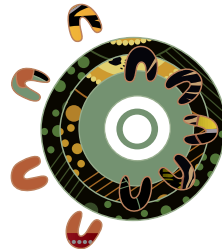
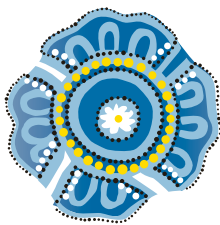
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Acknowledgement of Country

Central Regional TAFE acknowledges the Traditional Custodians of Country throughout the Midwest, Gascoyne, Wheatbelt and Goldfields regions and their connections to land, sea and community.

We pay our respects to their Elders past, present and emerging and extend that respect to all Aboriginal and Torres Strait Islander Peoples today.



Introduction

Central Regional TAFE (CR TAFE) services a geographic area of 1,427,397 square kilometres with a population of 150,000 people. Spanning across four regions and multiple Communities and Language groups, CR TAFE covers an area that is around 57% of Western Australia.

The College has nine campuses: Geraldton (Office of the Managing Director), Technology Park (Geraldton), Batavia Coast Maritime Institute (Geraldton), Carnarvon, Exmouth, Kalgoorlie, Merredin, Moora and Northam. Each campus provides a high level of customer service, with a range of quality facilities available to our students including Aboriginal and Torres Strait Islander services, on site accommodation (Geraldton and Kalgoorlie), disability support services, career counselling and guidance, library and bookshop (Geraldton and Northam), canteen services (Geraldton, Northam and Kalgoorlie) and administration services.

CR TAFE offers over 300 courses and skill sets and delivers to approximately 10,000 students annually. Courses are offered across several delivery platforms, including on campus, face to face, external, online, recognition of prior learning and on the job through traineeships and apprenticeships.

CR TAFE is an equal opportunity employer who is committed to supporting a diverse workforce that welcomes and encourages applications from Aboriginal and Torres Strait Islanders, young people, people with disability and people from culturally diverse backgrounds within our communities.

Driven by our values of Collaboration, Integrity, Innovation, Respect and Courage, the CR TAFE Disability Access and Inclusion Plan (DAIP) 2022-2026 highlights CR TAFE's commitment to developing an organisation that respects equity and inclusion for all staff and students. These values ensure the governance, management, general operations, and workplace policies of CR TAFE are all consistently aligned to provide best practice in the access, equity, and inclusion space. These measurements are captured in CR TAFE documents such as The Annual Report and Strategic Plan.

CR 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. CR TAFE have a commitment to delivering high quality training opportunities and ensure industry have access to a skilled and job-ready workforce, including giving individuals the confidence and necessary skills to pursue the employment opportunities the regions present.

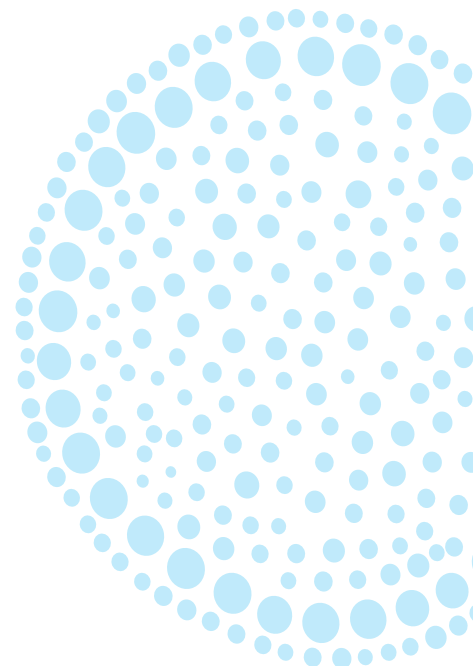
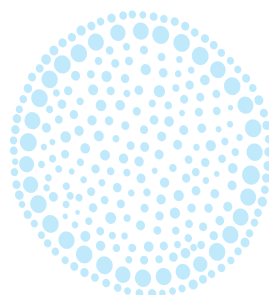
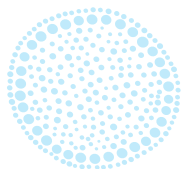
Legislative Context

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 that will further both the principles and the objectives of the Act.

Key legislation underpinning access and inclusion includes:

- WA Equal Opportunity Act 1984 (amended 1988)
- Commonwealth Disability Discrimination Act 1992 (DDA)
- Privacy Act 1988 (Commonwealth, amended 2014 and 2017)
- The Disability Services Act 1993 (Western Australia, amended 2004)
- Standards for Registered Training Organisations (RTOs) 2015 (Commonwealth)
- Disability Standards for Education 2005

Disability Standards for Education enacted under the DDA in 2005, set out the obligations of training providers to provide for the rights of people with disability in education and training. The DDA 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.



Access and Inclusion Policy Statement

CR TAFE is committed to providing the best possible opportunities for clients to access the full range of training delivery and assessment services we offer. In addition to our previous plan, the DAIP 2022–2026 identifies positive strategies CR TAFE are adopting to ensure people with disability are respected, are listened to, and have choices about how their needs are met.

Our staff are trained in understanding and recognising attitudinal and systemic barriers to inclusion and seek to eliminate all forms of discrimination and harassment within the organisation. We understand the importance of education in affecting a person's ability to live independently and participate meaningfully in society. We therefore acknowledge processes and outcomes for access and inclusion cannot be rigid and must consider the diverse needs of individuals.

These processes, which are also included in CR TAFE's strategic documents, will include:

- Consultation with community members, people with disability, their families and carers, disability organisations and staff to ensure that barriers to access and inclusion are addressed appropriately.
- Assurance that CR TAFE's agents and contractors work towards the desired access and inclusion outcomes in our DAIP.
- Working in partnership with groups and organisations, disability agencies and other public authorities to facilitate the inclusion of people with disability and improve access to the college's information, services and facilities.



Development of the Disability Access and Inclusion Plan 2022-2026

CR TAFE used the following consultation strategies to gain feedback:

- The DRAFT DAIP 2022–2026 was advertised in the West Australian and local newspapers, the College website and social media pages, calling for public comment.
- 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 with focus groups using an easy English copy of the DAIP.
- Provided copies of the DRAFT DAIP at Industry Advisory Committees and Community of Practice committees, gaining valuable feedback.
- CR TAFE staff were invited to comment on the DRAFT DAIP.
- 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.



Evaluation, Monitoring and Review Process

CR TAFE's DAIP will be reviewed every five years in accordance with the requirements of the Department of Communities. In addition to this, ongoing monitoring and review will take place to ensure best practice is being adhered to, including:

- When required, advertising in print media and CR TAFE's social media and website, calling for public comment.
- Organising community consultation in regional areas, to include staff, disability and community agencies and students with disability (including their family and carers).

Once finalised and endorsed by CR TAFE's Governing Council, the new DAIP will be lodged with the Department of Communities.

Feedback is valued and suggestions for improvement are welcome at any time.

Anyone can submit a feedback form, available on the CR TAFE website and on campus, or they can contact:

Manager Student Services

Central Regional TAFE

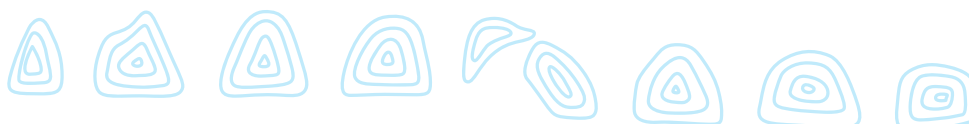
Locked Bag 103

Geraldton WA 6531

Phone: (08) 9956 2780

Email: feedback@crtafe.wa.edu.au

CR TAFE's process reconciles the interests of clients and the College whilst ensuring expectations of fairness are met.



The College will respond to client complaints and feedback involving the conduct of:

- College staff
- Students
- Third-party providers.

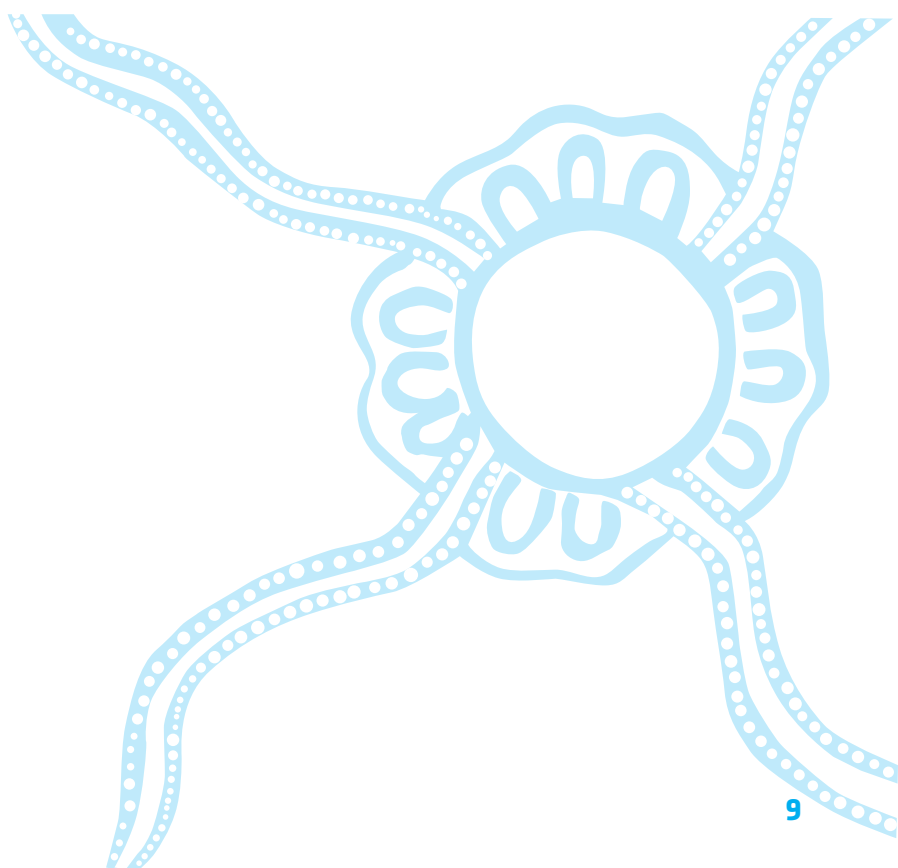
Students with disability, community members and/or their family and carers can provide the College with feedback and assistance of College staff is available on request. A family member or friend can help you with the process if needed.

Complaints and/or feedback will be addressed in a timely manner.

During longer investigations, clients will be kept informed and regularly updated on the progress of the matter.

Complainants will be advised of the outcome of the complaint, reasons for the decision, any changes which have resulted from the complaint, an apology where appropriate and information about the option to have the complaint reviewed by an external agency, such as the Ombudsman.

More information is available on CR TAFE's website: www.centralregionaltafe.wa.edu.au.



Access and Inclusion Strategies

OUTCOME 1: SERVICES

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

STRATEGY

- Create innovative and flexible ways in which people with disability can participate in events, by providing alternative options for people with disability to engage in, if off campus.
- In order to maximise positive participation in events for people with disability and industry partners, consultation with stakeholders is undertaken as part of planning of events and at the conclusion to gauge success or otherwise. Events are conducted as part of an awareness raising strategy.
- Create welcoming and accessible spaces in relation to points of contact for people with disability.
- Focus on maintaining and developing strong partnerships with key agencies to increase constructive results.

OUTCOME 2: FACILITIES

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

STRATEGY

- Use Universal Design principles and consultation with people with disability, their agencies and carers, when creating new spaces.
- Access to campus facilities has been evaluated through consultation and feedback. Improvements in access include upgrading accessible toilets and inclusion of automatic doors in college buildings.
- Suitable parking bays (ACROD) are made available in response to client needs.
- Residential accommodation is designed and maintained to meet the needs of people with disability. **Note:** Residential facilities are not available at all campuses.
- Hospitality venues are available on all main campuses. The facilities have been designed to accommodate service of people with disability by providing infrastructure that meets required standards.



OUTCOME 3: INFORMATION

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

STRATEGY

- Create multiple avenues for disclosure of disability that are easy to access, including enrolment form, CR TAFE website (meeting Web Content Accessibility Guidelines), student inductions and in discussions with lecturers, recorded on their client needs summary.
- Ensure that teaching and learning resources are accessible to people with disability.
- College staff attend community and industry meetings with various support agencies and organisations. This engagement provides support entities with current and relevant information and knowledge of what is available through CR TAFE for their clients with disability. Reciprocally, CR TAFE staff have the knowledge of what agencies can provide to support mutual clients such as transition to employment, mental health referrals, working in collaboration with Jobs and Skills Centre, Disability Employment Services, National Disability Insurance Scheme, National Disability Coordination Officer Program and schools as examples.

OUTCOME 4: SERVICE QUALITY

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

STRATEGY

- Upskill and increase staff knowledge and awareness around disability, accessibility issues and attitudinal barriers, allowing best possible service to people with disability.
- Continue to work closely with relevant industry stakeholders and disability organisations to stay informed of current trends in accessibility and inclusion.
- Increase job readiness for students with disability through collaboration with Disability Employment Service (DES) providers, Jobs & Skills Centre, Jobs Services, support organisations, and CR TAFE, including identifying work placement opportunities with CR TAFE in line with individual's NDIS plans.
- Provide relevant advice and information about services to people with disability to enable them to make informed decisions about their training/employment options, ensuring client focused support, tailored to the individual and their specific requirements.
- Provide mandatory disability training for all staff and include as part of CR TAFE's induction process. Continue to support staff's professional development opportunities on a regular basis.
- The principles of choice, control, and autonomy to drive all interactions with students with disability.

OUTCOME 5: COMPLAINTS

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

STRATEGY

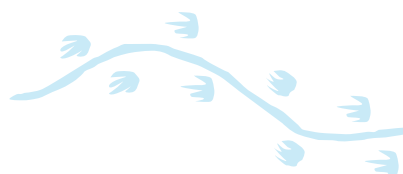
- Review the complaints process to ensure it is visible and accessible.
- Run focus groups of people with disability who access our services to monitor their knowledge around current feedback mechanisms and act on opportunities to improve their accessibility.
- Promote the availability of assistance available for clients to provide feedback to CR TAFE through student inductions and in communication with Student Services team members.
- Ensure feedback is viewed in a compassionate and flexible manner, including delivery of outcomes.
- Ensure staff receiving and managing complaints have a sound knowledge of social sensitivity principles.

OUTCOME 6: CONSULTATION

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

STRATEGY

- Include students with disability in focus groups in each region to provide feedback across all aspects of college life, including student support, disability support, client services (reception/administration), canteen, lecturing accommodations, physical access to building and facilities including accessible toilets.
- Ensure all public consultation processes are accessible for people with disability.
- Promote opportunities for consultation to people with disability, their carers and agencies.
- Students and potential students with disability, their carers and agencies, are encouraged to discuss their needs in the educational space, including creation of customised courses.
- Seek the views of community on disability and access issues and work collaboratively where possible in overcoming these barriers.



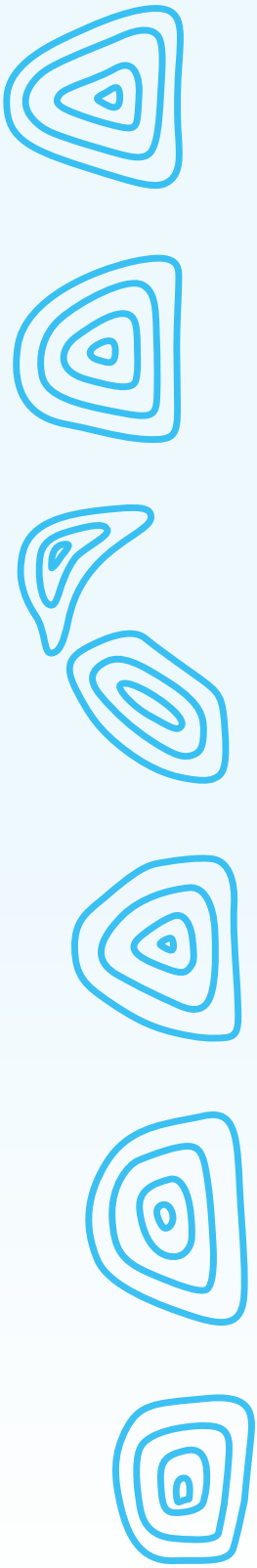
OUTCOME 7: EMPLOYMENT

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

STRATEGY

- Provide targeted opportunities across CR TAFE that promote career development and training for employees with disabilities.
- Review and identify gaps in employment related policies, practices, and training.
- Provide professional development opportunities to encourage people with disability to maintain their position and grow their skill set.
- Ensure all positions advertised indicate that workplace adjustments related to disability can be made upon request.
- CR TAFE to exhibit an inclusive workplace culture that fosters inclusion, collaboration, and accountability.





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