

# Disability Access Policy and Procedure

## South Australia

### 1. Purpose

The purpose of this policy is to ensure that students, staff, families, and visitors with disability have equitable access to facilities, information, learning, and participation across all CITC training facilities. It promotes inclusive practices that remove barriers and uphold the rights of people with disability.

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### 2. Scope

This policy applies to all staff, contractors, and service providers working in or with CITC training facilities.

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### 3. Policy Statement

We are committed to:

- Providing accessible and inclusive learning environments.
  - Removing physical, communication, and attitudinal barriers.
  - Meeting our obligations under the *Disability Discrimination Act 1992 (Cth)*, the *Disability Standards for Education 2005*, and the *Equal Opportunity Act 1984 (SA)*.
  - Engaging people with disability in decision-making that affects them.
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### 4. Definitions

- **Disability:** As defined by the *Disability Discrimination Act 1992*, includes physical, sensory, intellectual, neurological, learning, and psychosocial disabilities.
  - **Reasonable Adjustment:** Changes or modifications made to enable participation without causing unjustifiable hardship.
  - **Accessible Environment:** A setting that allows equitable use for people with varying abilities without the need for adaptation.
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## 5. Procedure: Ensuring Disability Access

### 5.1 Planning and Design

- Ensure new buildings or refurbishments comply with the **Disability (Access to Premises – Buildings) Standards 2010** and **Australian Standards AS1428**.
- Audit existing facilities for physical accessibility (e.g. ramps, toilets, signage, parking).
- Provide quiet spaces, sensory rooms, and flexible classroom furniture where possible.

### 5.2 Curriculum and Communication Access

- Provide accessible learning materials (e.g. large print, captions, assistive tech).
- Offer Auslan interpreters or communication support when required.
- Use plain language, visual supports, and easy-read materials where appropriate.

### 5.3 Inclusive Practices

- Implement inclusive teaching strategies and universal design for learning (UDL).
- Develop and implement **Personalised Learning Plans (PLPs)** or **One Plans**.
- Recognise and support intersectionality (e.g. Aboriginal students with disability, CALD students with disability).

### 5.4 Consultation and Participation

- Engage students with disability and their families in planning and decision-making.
- Seek feedback through accessible surveys or student forums.
- Involve disability advocacy organisations where relevant.

### 5.5 Staff Responsibilities and Training

- Provide professional development on inclusive education, disability awareness, and legal obligations.
- Designate staff responsible for coordinating disability access plans and supports.
- Ensure all staff understand and comply with reasonable adjustment requirements.

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## 6. Roles and Responsibilities

<b>Role</b>	<b>Responsibility</b>
<b>CITC CEO</b>	Ensure compliance with legal standards, oversee implementation, allocate resources.
<b>CITC Trainers</b>	Make curriculum adjustments, collaborate with families, promote inclusive environments.
<b>CITC Management</b>	Provide direct assistance and contribute to support planning.

<b>Role</b>	<b>Responsibility</b>
<b>CITC Management</b>	Ensure physical access standards are met and maintained.
<b>Students with Disability and Families</b>	Participate in planning and give feedback.

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## **7. Monitoring and Review**

- Conduct regular accessibility audits (physical, digital, and procedural).
  - Monitor incidents, complaints, and feedback related to access.
  - Review this policy every three years or in response to changes in legislation or best practice.
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## **8. Related Legislation and Policies**

- *Disability Discrimination Act 1992 (Cth)*
  - *Disability Standards for Education 2005 (Cth)*
  - *Equal Opportunity Act 1984 (SA)*
  - *Education and Children's Services Act 2019 (SA)*
  - *Australian Human Rights Commission Guidelines on Equal Access to Education*
  - South Australian Department for Education: *Inclusive Education Policy, One Plan Guidelines*
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**Approved by:** Simon Last

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