



**HALLMARK
INSTITUTE**

**DISABILITY AND SPECIAL NEEDS
POLICY AND PROCEDURES**

Document	Disability and Special Needs Policy and Procedures
Related Documents	<ul style="list-style-type: none"> - Complaints and Appeals Policy and Procedures; - Student Handbook; - Student Code of Conduct; - Critical Incidents Management Policy and Procedures; - Privacy and Data Protection Policy and Procedures; - Student Selection and Enrolment Policy and Procedures; - Deferral, Suspension and Cancellation Policy and Procedures; - Recognition of Prior Learning and Credit Transfer Policy and Procedures; - Behaviour and Misconduct Policy and Procedures; - Course Progress and Intervention Policy and Procedures; - Language, Literacy and Numeracy (LLN) Policy and Procedures; - Student Support Services Policy and Procedures. - Course Completion within Expected Duration Policy and Procedures;
Date	April 2022
Authorized by	Principal
Version	1.0
References and Legislation	<ul style="list-style-type: none"> - Education Services for Overseas Students Act 2000 (Cth); - Education Services for Overseas Students Regulations 2001; - National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 - Standards for Registered Training Organisations (RTOs) 2015. - Access and Equity Policy content based on the Standards for NVR Registered Training Organisations 2015 - The Migration Act 1958 - The Migration Regulations 1994 - Commonwealth Privacy Act 1988 / Privacy Amendment (Private Sector) Act 2000 - Commonwealth Sex Discrimination Act 1984 - Commonwealth Racial Discrimination Act 1975 - Commonwealth Age Discrimination Act 2004 - Commonwealth Disability Discrimination Act 1992 - Human Rights and Equal Opportunity Act 1986 (Commonwealth) - Disability Standards for Education 2005 (Cth)

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I Purpose

- I.1 The Disability and Special Needs Policy and Procedures ('the Policy') has been designed to help Hallmark Institute ('the Institute') to ensure that members of Hallmark Institute community are equipped to deal with disabilities or long-term health needs (mental, neuro-diverse, or physical) have access to both facilities and a learning environment that is, wherever reasonably possible, comparable to that of their non-disabled peers. This policy recognizes that disabled staff and students are an integral part of Hallmark Institute community. Hallmark Institute takes premise that is accessible and appropriate provision is core to the values of the Institute.
- I.2 This Policy provides framework to ensure compliance with:
 - i. The relevant standards of National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 ('the National Code 2018');
 - ii. The relevant standards of the Standards for Registered Training Organisations (RTOs)2015.

2 Scope

This policy applies to all staff and enrolled and/ or potential students at the Institute.

3 Policy Statement

- 3.1 The Institute is committed to creating a friendly and welcoming campus where staff and students work closely together within a supportive environment which enables them to participate fully in the life of the Institute. The Institute aims to attract people of high potential to study and work. This includes people who are living with a disability or long-term health conditions. Some people may not require any extra support, but for others, making reasonable adjustment will enable them to flourish.

4 General Principles of Disability and Special Needs

To advance disability equality support services, the Institute will:

- a) Ensure prospective and current staff, students and visitors with disabilities are not discriminated against;
- b) Ensure that anticipatory action is taken as far as is reasonably practicable to provide inclusive working, learning and teaching and access to our facilities and services;
- c) Ensure that wherever possible reasonable adjustments are made for staff, students, prospective staff and students and visitors with disabilities;
- d) Provide equal opportunity for disabled staff and students to promote the recruitment, retention, development and progression of staff and students with disability;
- e) Promote a positive working and studying environment for staff and students with disability.
- f) For staff: Provide training and support for managers. Student Support staff and Academic staff are to ensure they are equipped to provide the necessary support and can respond appropriately to the needs of staff and students with disabilities.

5 Policy

5.1 Obligations of the Institute

- i. The *Disability Standards for Education 2005 (Cth)* clarify the obligations of education and training services providers such as with respect to how education and training services and facilities are to be made accessible to students with disabilities. The Standards require the Institute to take reasonable steps, including consultation about reasonable adjustments, to ensure that students with disabilities can undertake the following on the same basis as students without disabilities and without experiencing discrimination:
 - i. Enrolment;
 - ii. Participation;
 - iii. Curriculum development, accreditation and delivery;
 - iv. Student support services; and
 - v. Elimination of harassment and victimization.

5.2 Enrolment

- i. Prospective students applying to study at the Institute will not be discriminated against based on his or her disability. Enrolment in courses is subject to students meeting the entry requirements, which apply to all students.
- ii. The enrolment form seeks self-disclosure of a disability. The Institute undertakes to assist students with disabilities in their studies and will do so if students disclose the nature of their disability, provides relevant documentation, and seeks appropriate support from the Institute.

5.3 Participation

- i. The Institute will take all reasonable steps and make all reasonable adjustments to ensure equal access to services and participation in teaching and learning activities of students with disabilities.

5.4 Curriculum Development, Accreditation and Delivery

- i. The Institute endeavors to deliver programs in a manner that ensures that students with disabilities can participate in the learning experiences on the same basis as any other student.
- ii. Reasonable adjustments will be made when necessary to accommodate students with disabilities and meet the necessary educational standards relevant to their course of study.

5.5 Student Support Services

- i. Students can access a range of support at the Institute to assist with personal and study related issues including counselling, study skills and course advice. In addition to these services. The Institute can assist students who identify as having a disability and register with the service to access support. Students may be required to provide suitable evidence of the nature and extent of their disability so that appropriate support provisions may be negotiated.

5.6 Elimination of Harassment and Victimization

- i. The Institute is committed to providing educational and other services free from discrimination, harassment, and victimization.
- ii. The Institute's policy principles in equity are designed to address these issues more generally.

5.7 Procedures for Dealing with Complaints

- i. The procedures for dealing with complaints which breach this policy are the same as those set out in the Institute's Complaints and Appeals Policy and Procedures.

5.8 Professional Development and Awareness Raising

- i. The Institute's staff induction and professional development programs will include components on disability awareness and rights and on the obligations of education and training providers.
- ii. The Institute will provide training, education, and assistance for staff to equip them to work effectively with students with a diagnosed disability.
- iii. The Institute will monitor the success of its educational principles through the analysis of rates of entry, completion and outcomes for students who disclose a diagnosed disability.

6 Procedure

6.1 Framework

The Institute's Disability Support Strategy is divided into eight parts:

- i. **Part 1** - Enrolment Process
- ii. **Part 2** - Implementation & Monitoring of Reasonable Adjustment Delivery Checklist
- iii. **Part 3** - Curriculum Design and Delivery
- iv. **Part 4** - Student Support Services
- v. **Part 5** - Victimization and Harassment Prevention Strategies & Processes
- vi. **Part 6** - Staff Training
- vii. **Part 8** - Monitoring

Part 1 - Enrolment Process

Students identified with disabilities are informed about support options during the enrolment process, in order to inform their decision-making. The following processes are followed:

- i. Student enrolment form completion
- ii. Student Enrolment Form is referred to the Student Support Manager for evaluation
- iii. Communication with prospective student
- iv. Decision made about student application
- v. Confirms Acceptance or Non-Acceptance of Student Enrolment

Part 2 - Implementation & Monitoring of Reasonable Adjustment Delivery Checklist

- i. Elements of a Reasonable Adjustment Delivery Checklist

A Reasonable Adjustment Delivery Checklist may involve, but is not limited to, the following items listed below. This information may also be provided as part of the

explanation of 'reasonable adjustment'.

ii. **Academic Coordinator and Trainer & Assessor Responsibilities**

In addition to the pre-enrolment responsibilities described earlier, Trainers & Assessors have the responsibility to ensure that people with any disabilities are provided with reasonably adjusted teaching and learning material.

Part 3 - Curriculum Design and Delivery

- i. As part of an ongoing process of curriculum renewal, course curriculum is analyzed in terms of inclusiveness in relation to students with disabilities.
- ii. Where a Reasonable Adjustment Checklist has recommended changes to assessment, Trainers / Assessors will advise the Academic Coordinator on development of assessments that allow for reasonable adjustments.

The Reasonable Adjustment Delivery Checklist (Appendix I) sets out considerations for changes to curricula.

Part 4 - Student Support

The Institute ensure that:

- i. Students with disabilities can access all support services available to the other students on the same basis as a student without disabilities
- ii. Students with disabilities may have access to specialized support services as required;
- iii. Where specialized equipment is needed to support a student with a disability to participate in a course, where possible and where it would not be reasonable to expect the student to have the equipment themselves, procure the equipment; and
- iv. Staff are aware of specialized services available to assist students with disabilities and are able to assist students with disabilities to access specialized support services.

Part 5 - Victimization and Harassment Prevention Strategies & Processes

The Institute has the following documents in relation to victimization and harassment prevention strategies:

- i. Student Complaints and Appeals Policy and Procedures;
- ii. Student Handbook;
- iii. Student Code of Conduct;
- iv. Critical Incidents Management Policy and Procedures;
- v. Privacy and Data Protection Policy and Procedures;
- vi. Student Selection and Enrolment Policy and Procedures;
- vii. Deferral, Suspension and Cancellation Policy and Procedures;
- viii. Course Progress and Intervention Policy and Procedures;
- ix. Language, Literacy and Numeracy (LLN) Policy and Procedures;
- x. Student Support Services Policy and Procedures.

Part 6 - Staff Training

The Institute ensures that all staff must be aware of the *Disability Discrimination Act 1992* and the responsibilities of education providers under this Act.

Part 7 – Monitoring

Student Support Coordinator is responsible for monitoring Student Learning Plans and liaising with the Trainers & Assessors in relation to any complaints or difficulties experienced by the student.

7 Confidentiality

All information relating to Disability and Special Needs will be treated as confidential and in accordance with the Institute's Privacy and Data Protection Policy and Procedures. No information will be released without the agreement of the individual or group involved.

8 Appeals

- 8.1 If the student is not satisfied with any decision relating to Disability and Special Needs, the student has the right to appeal the decision.
- 8.2 An appeal must be lodged in writing to The Institute Principal within 20 working days from the date of the decision was taken.
- 8.3 The appeal should include the following details:
 - i. the student's full name (family/surname and first name), and contact details,
 - ii. the nature of the decision or matter being appealed,
 - iii. the basis for the appeal,
 - iv. details of the specific outcome sought by the student, and
 - v. copies of all relevant documents.

9 Further Information and Assistance

Contact details for Hallmark Institute are as below:

Phone: +61 2 9066 6903
Address: Suite 603, Level 6,
2 Meredith Street,
BANKSTOWN NSW 2200
Email: admin@hallmarkinstitute.edu.au

Appendix I – Reasonable Adjustment Delivery Checklist

This checklist is based on the information set out in the Disability Standards for Education 2005.

Area	Requirement	Description of Actions Taken/Notes	Compliant
Curriculum Measures that the education provider may implement to enable the student to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without a disability	The curriculum, teaching materials, and the assessment and certification requirements for the course are appropriate to the needs of the student and accessible to him or her.		<input type="checkbox"/>
	The course delivery modes and learning activities take account of intended educational outcomes and the learning capacities and needs of the student		<input type="checkbox"/>
	The course study materials are made available in a format that is appropriate for the student and, where conversion of materials into alternative accessible formats is required, the student is not disadvantaged by the time taken for conversion.		<input type="checkbox"/>
	Training and Assessment Strategies for the course are adjusted to meet the learning needs of the student and address any disadvantage in the student's learning resulting from his/her disability, including through the provision of additional support, such as bridging or enabling courses, or the development of disability-specific skills.		<input type="checkbox"/>
	Assessment procedures and methodologies for the course or program are adapted to enable the student to demonstrate the knowledge, skills or competencies being assessed.		<input type="checkbox"/>
	Course requirements are being reviewed, in the light of information provided by the student or an associate of the student and includes activities in which the student can participate.		<input type="checkbox"/>
Student Participation	Appropriate programs necessary to enable participation by the student are negotiated, agreed, and implemented		<input type="checkbox"/>

Measures that the education provider may implement to enable the student to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without a disability.	Where a course necessarily includes an activity in which the student cannot participate, the student is offered an activity that constitutes a reasonable substitute within the context of the overall aims of the course or program		
	Any activities that are not conducted in classrooms and associated extra-curricular activities or activities that are part of the broader educational program, are designed to include the student.		<input type="checkbox"/>
	Additional support is provided to the student where necessary, to assist him or her to achieve intended learning outcomes		<input type="checkbox"/>
Support Service Access Measures implemented to ensure that the student is able to access support services used by students in general, on the same basis as a student without a disability, and to ensure his/her access to specialized support services	Staff of education providers are aware of the specialized services available for the student and are provided with information that enables them to assist the student to access the services that the student needs;		<input type="checkbox"/>
	Provision of specialized services for the student, where necessary, is facilitated, including through collaborative arrangements with specialized service providers.		<input type="checkbox"/>
	Any necessary specialized equipment is provided to support the student in participating in the course or program.		<input type="checkbox"/>
	Appropriately trained support staff are made available to students with disabilities		<input type="checkbox"/>