

Responsible officer	Student Services Officer Trainers and Assessors RTO Administrator Head of Studies
Compliance	Policy adheres to compliance with RTO standards 2015 Clause 1.7 <i>The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET [vocational education and training] accredited courses.</i>

1. Scope

This policy aims to assist in the identification who require personal or academic support and to ensure appropriate interventions are implemented to ensure such students to realise their full potential. Each student that is enrolled with ATI are provided with services in accordance with access and equity guidelines.

2. Purpose

The purpose of this policy is to outline the process for determining student needs, student support, resources and information available for students of ATI.

Definitions

Reasonable Adjustment

- Adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with special needs, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

Special Needs

- The term Special Needs is a short form of Special Education Needs and is a way to refer to students with disabilities. The term Special Needs in the education setting comes into play whenever a student's education program is officially altered from what would normally be provided to students through an Student Study Plan.

3. Policy

ATI is committed to ensuring that all students receive adequate learning support to ensure their full potential is reached. Therefore, ATI ensures that:

- 3.1 The learning and support needs of all students is assessed during pre-enrolment stage
- 3.2 An Individual Plan is prepared based on the assessment of the student needs and any additional needs the student may need support with.
- 3.3 All students are informed of how to access the services they require to successfully complete their training and assessment program.
- 3.4 Feedback is collected about ATI's provision of support services and the feedback is systematically collated, analysed and used to improve training services.

- 3.5 All students will be provided, or given access to, an Student Handbook before commencing their Course.
- 3.6 The Student Handbook will include, amongst other things, information in respect to the following matters:

The support services that are available to assist students to help study

- ATI's facilities and resources
- ATI's Complaints and Appeals process; and other key policies
- Student rights and obligations
- Requirements for course progress, and any attendance requirements

3.7 Student Support information

ATI has a range of support options available for its students to ensure they progress through the program in a confident way, feeling supported at every step of their learning with us. The support services extended to our students are, but not limited to:

- administrative support
- learning support
- language, literacy and numeracy support;
- work placement support
- reasonable adjustment / disability support;
- Aboriginal and Torres Strait Islander support.
- Employment search support

Details of all support services and how to access them are listed in the Student Handbook, Student Information Brochure and the ASTAR Training Institute Website and made available to the students prior to their enrolment with ATI.

3.7. Determining Student Learning Needs

Students' learning needs are identified and information to make this assessment is gathered through:

- Pre-enrolment Interview, Language, Literacy and Numeracy assessment and based on the information provided on the enrolment form.
- Assessment of the formal language, literacy and numeracy skills quiz which is given to each student during enrolment of the course.
- Discussion with the student during their orientation.
- Gathering information about each student's prior formal and informal learning and encouraging them to seek recognition for this through the RPL process.
- Developing an Individual Support plan for students upon enrolment

3.9 Learning support

All students are provided with a range of learning support options and resources to help them progress in the course. This includes:

- includes provision of study skills, literacy and numeracy support in class and/or referral to other sources of support including external counselling services and external disability liaison officer.
- Students who identify a need for additional support in any aspect of learning and assessment meet with the Head of Studies to enable that specific learning strategies are developed e.g. electronic programs to enhance readability of documents; electronic hearing aids etc.
- If a student cohort is struggling with some aspect of the program, the Head of Studies and trainers/assessors, in some instances, negotiate different delivery and/or assessment strategies e.g. extending the delivery time of a unit, using different methods/tools for delivery of learning content or agree to alternative ways of assessing a student e.g. completing a verbal assessment in some instances.
- Provided with LLN supplementary training materials that students can practice building their skills as a self-paced learning activity
- ATI will collaborate with the prospective student to help find an external provider to help them gain the LLN requirements needed. Alternatively, students will be provided with 3 months of learning support and re-assessed on their learning abilities.
- Individuals who require additional help with Language, Literacy and Numeracy LLN can also access information by calling the Reading Writing Hotline on 1300 655 506 or refer to their website on <https://www.readingwritinghotline.edu.au/>.
- Time Management skills, Study skills and Organising skills

3.10 Trainer Support services

Trainers to provide extra assistance by using different strategies like:

- Providing extra time to complete the assessments
- Using short and simple sentences to explain
- Using life experiences in the classroom
- Confirm understanding by asking students to rephrase the questions
- Including more pictures or diagrams e.g. power point presentation, videos etc. during the learning process.
- Trainers at ATI considers diverse cultural and ethnic backgrounds, which includes the language used and any cultural issues that may affect the response of the person being assessed.
- ATI Assessment procedures are culturally appropriate for the individual and the situation.

3.11 Aboriginal and Torres Strait Islander (ATSI) Support

- ATI is committed to provide a culturally supportive learning environment for learners who identify as Aboriginal and Torres Strait Islander.
- ATSI member will be invited to key events and promotions of the ATI, and students will be taken to excursions to promote cultural sensitivity towards the ATSI communities.
- Students with ATSI backgrounds will be assisted on one-to-one should there be any LLN issues concerning the learning abilities.
- Ensuring that the student aspects of training to be considered to enable student to attend Men's or Women' business
- Offer welcoming environment by showing sensitivity and respect in supporting Indigenous culture by acknowledgement of land and original custodians and a Welcome to Country at ATI events.

Information source

The information in this policy was sourced from the publication: Working with Aboriginal People and Communities, A Practice Resource, Feb 2009, Aboriginal Services Branch, NSW Department of Community Services.

3.12 Administrative support

ATI commits to provides following administrative support services:

- Information and support regarding ATI's has adequate facilities, resources, courses, training services and trainers
- Assisting student with information for USI creation, Credit transfer process and RPL
- Keeping track of student assessment submissions, resubmissions and results
- Provide access to student of their progress records, assessment records, issuing Confirmation of Enrolment
- Communicate fortnightly with students relating to matters of holidays, course timetables, classes, attendance, course progress and well being
- Timely emailing of course materials and printing resources
- Preparing Training Plans, tracking individual student progress and identifying referral to internal and external support staff and or Trainers
- Support and process course enquiries, enrolments, withdrawals, refunds, course extensions, deferrals and completions
- Respond to student needs and resolving any administrative issues



- Gather student feedback on ATI's facilities, resources, courses, training services and trainers

3.13 Work placement Support

- Where students are unable to find placement with reasonable efforts made, assist them through industry partners, government agencies and other relevant stakeholders to secure appropriate practical placement opportunities for students
- Students and partner organisations communicated in a timely manner to support the placement process and consistently meet industry and regulatory standards, and maintain data integrity
- Work collaboratively with Training staff to identify and resolve student placement related issues to enhance the placement processes

3.14 Reasonable Adjustment / Disability Support

- Where students are unable, due to physical or mental disabilities, ill health or family emergency, to undertake assessment within the specified training period, alternative times and modes of assessment may be negotiated with a trainer prior to the assessment date.
- ATI is committed to make reasonable adjustments to any assessment to meet the specific needs of the learners without compromising on the integrity of the assessment requirements as per the training package. This may require the learner to be assessed in a slightly different way, under different conditions however assessing the required knowledge, skills in accordance with the applicable assessment conditions for the relevant unit of competency. ATI's Reasonable Adjustment Policy details the applicable processes which are in place when dealing with any request for a reasonable adjustment to a learner's learning and/or assessments.

Additional support will be provided to students:

- Refer to the student with special needs procedure
- Students will be advised of the support services available to them through the ATI's website.
- Welfare Services information and Support: Students with any further support will be provided with information and referrals to community services.
- Accessing services students wishing to access any support services should discuss this with their Trainer or call ATI's office.

4. Procedure: Student with Special Needs

The purpose of this procedure is to identify the general methodology to be used when identifying special needs and to make reasonable adjustment.

Requirements

- ATI will ensure that in developing, adapting or delivering training and/or assessment products and services:
- Methods used to identify special needs, and methods for designing training and assessment, are documented.
- The requirements of the Training Package or accredited course are met.
- Customization meets the requirements specified in the relevant Training Package.
- Students must self-disclose their requirements at the time of enrolment; otherwise it may not be possible to provide reasonable adjustment for all the assessments.

Method

- Students with special needs will be offered the same assessment standards as those applied to all other students.
- No concessions are made regarding the assessment criteria used. However, ATI will make reasonable adjustments for students who provide medical documentation of their disabilities and the special needs which these necessitate.
- The student must inform ATI about his/her special assessment needs in writing at the time of enrolment.
- A request should be submitted for each assessment for which the student enrolls, as information about special needs will not be kept on our system.
- Request will be assessed by the Head of Studies and applicants will be advised of the decision within 5 working days of lodging request.
- Applicants may appeal the decision providing that they lodge their appeal within 10 days of receipt of the decision.

Special provisions which may be provided

a. Visual Impairment (Medical certificate required)

For students who are partially sighted:

- Large print version of papers may be prepared (students need to specify the enlargement ratio)
- Extra time may be provided

b. Dyslexia (Medical certificate required)

- Students with medically documented dyslexia may be allowed additional time to complete the assessment.
- Students and trainers will discuss support options required.

C. Hearing Impairment (Medical certificate required)

- Students with a medically documented hearing impairment may request:
Seating near the front of the class room.

d. Psychiatric Disability (Medical certificate required)



- Students who experience anxiety, difficulty with concentration or cognition as a result of depression, obsessive-compulsive disorder or other documented psychiatric conditions may apply for extra time in written assessments.

e. Student with low language literacy or numeracy needs

- Extra time may be allotted on request

3.15 Responsible people

Information and Support	Email	Responsible person
General information	info@astartraining.edu.au	Receptionist
Enrolment enquiries and Administrative Support	enrolments@astartraining.edu.au	RTO Administrator
Trainer Support	Trainer1@astartraining.edu.au Trainer 2@astartraining.edu.au	Trainer and Assessor
Student Support Aboriginal support Welfare Support	studentsupport@astartraining.edu.au	Student Services Officer

Relevant Policies and Forms:

- Access & Equity Policy
- Student Study Plan
- Individual Support Plan
- Student Handbook
- Complaints and Appeals Policy

Version dates	Policy Version approved 1 2014 / Policy Version 2.0 16 November 2017, V2.1 approved 17 September 2018
Version History	2.1 -Amended format, included Standards of RTO's 2015, role titles changed.
Review date	Version 2.1 will be reviewed as policies are updated
Approved by	Head of Studies, CEO
Relevant to	All staff; trainers and assessors; students

Risk Rating (the rating will be highlighted bold)
5- High Risk
4- Medium Risk
3-Medium to low risk
2- Low Risk
1-Very Low Risk or N/A