



Mastery Institute Australia

Disability

Policy and Procedure

Version 1.0

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1. Purpose

The purpose of this policy and procedure is to:

- ensure that students with disabilities are provided with equal access to educational opportunities, in compliance with applicable laws and institutional values. MIA foster an inclusive learning environment that promotes learning success and well-being for students with disabilities.
- foster a culture where students from all backgrounds and of all abilities are encouraged and supported to participate in training and assessment.
- create a safe and inclusive learning environment, ensuring students feel valued and have support to increase participation in training.

2. Policy

2.1 Inclusive education

MIA provide students with a disability the same rights as other students. Students with disability are treated with dignity and respect. These students are able to enjoy the benefits of education and training in a supportive environment that values and encourages participation by all students.

2.2 Legal obligations

MIA is committed to meeting our obligations under the [Disability Standards for Education 2005](#) and the [Disability Discrimination Act 1992](#) to support students with disability to access and participate in training and assessment on the same basis as students without disability

MIA will treat a prospective student with a disability **on the same basis** as a prospective student without a disability.

2.3 Reasonable adjustments

MIA will make reasonable adjustments in relation to a student with a disability where it is reasonable and feasible to do so. An adjustment is considered reasonable if it achieves its aim of making sure a student with a disability can take part in their training on the same basis as students without a disability, and if it balances the interests of everyone affected.

To determine what is reasonable, MIA will consider the following:

- the student's disability;



- what effect the adjustment will have on the students' participation, learning outcomes and independence;
- how the adjustment will affect other students and staff; and
- the costs and benefits of making the adjustment.

Under the Disability Standards for Education 2005, an adjustment is not considered reasonable if it:

- Imposes an unjustifiable hardship on MIA.
- Fundamentally alters the nature of the course or assessment.
- Creates a risk to health and safety.
- Goes beyond what is necessary for equitable access.

2.4 Meeting standards for participation

MIA will implement measures to enable students with disability to participate in the training program for which the student is enrolled and use the facilities and services provided by us on the same basis as a student without a disability. These include ensuring that:

- the training program activities are sufficiently flexible for the student to be able to participate in them;
- the training program requirements are reviewed, in the light of information provided by the student, or an associate of the student, to include activities in which the student is able to participate;
- additional support is provided to the student where necessary, to assist him or her to achieve intended learning outcomes;
- where a training program 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 requirement of the training product.

2.5 Confidentiality and respect

All disability-related information will be treated confidentially. Only relevant staff, such as the Student Support Officer and Trainer directly involved in providing the training will have access to this information, in accordance with Privacy Laws (ref to *Privacy Policy and Procedures*).

3. Procedures

3.1 Disclosure of disability

Each prospective student will be submitting enrolment information including completed pre enrolment form whereby admissions officer will take note on any specific disability declaration component which this will then be initiated and review by the Training Manager to identify the measure and support acquired.

3.2 Undertake an enrolment interview –when disability indicated on enrolment application

The Admissions Manager or delegate is to contact the student to organise and conduct the enrolment interview. This interview may be conducted in person at the office or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the *Student Enrolment Interview Form*. The topics to be discussed are outlined in the *Enrolment Policy and Procedure*. This includes the student's declared disability. The following should also be considered:

- whether the disability affects the prospective student's ability to meet the training and assessment requirements and enrol in the training program; and
- what adjustments can be made to ensure that the prospective student is able to enrol in the training program.

3.3 Determine and document reasonable adjustments with the student

Reasonable adjustments will be collaboratively identified with the student, appropriate stakeholders (e.g. parents, support persons) and the Student Support Officer or Training Manager. They will consider the individual student's needs and capabilities while maintaining the integrity of the course or unit of competency.

Reasonable adjustments and supports will be agreed with the student and documented in a *Student Support Plan*. The Student Support Plan will be communicated to the trainer prior to the student commencing.

Where reasonable adjustment is not possible, due to unreasonable cost or where the adjustment could cause harm to the student or others, this will be communicated to the student verbally and in writing along with the reasons for the decision.

3.4 Develop a Student Support Plan

The Student Support Officer is to develop and document a Student Support Plan considering all of the outcomes and considerations from reviewing the student records and meeting with the student to discuss support options. These are to be clearly documented within the form *Student Support Plan*.

This plan is to be presented to the student for confirmation and the student is to be provided a copy. If any adjustment is required at this point, these adjustments are to be made before it is finalised. The

finalised Student Support Plan should be saved to the student record within the student management system.

3.5 Implement Student Support Plan and reasonable adjustments

Once the Student Support Plan is complete, the plan is to be shared with the student and a copy is to be provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student. The agreed reasonable adjustments are to be implemented.

3.6 Monitor and review

Regularly monitor the student's progress and adjust the Student Support Plan and reasonable adjustments as needed to ensure that the student is making progress toward their goals. Follow up progress meetings with the student are to be conducted in accordance with the support plan to monitor the student's progress. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined as no longer being required. If monitoring identifies that reasonable adjustments are not effective, then undertaker review of the support plan and reconsider.

3.7 Consider any Opportunities for Improvement to this process

Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting.

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Review Date:	30/05/2026
Standards:	Outcome Standards for RTOs, Standard 2.4
Responsibility	CEO and Compliance Team
Reference	Outcome Standards for RTOs, Standard 2.4. Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis. - ensuring that course activities are sufficiently flexible - providing additional support where necessary - customising resources, activities or presentation mediums - offering a reasonable substitute within the context of the course where a student cannot participate.