



STUDENT WITH SPECIAL NEEDS PROCEDURE

RESPONSIBLE for:

- Ensure Compliance:** Chief Executive Officer/ Quality Management Committee
- Directly Responsible:** Course Coordinator/State Manager
- Adhering to:** All Education Training & Employment Australia Personnel

GOVERNING STANDARDS

The Directors of Heidelberg Corporate Group (HCG) and its associated companies require compliance against the standards of ISO9001, and any Legislation and Regulations that relate to Students with Special Needs. Information is available from the related Act(s) below,

Commonwealth legislation (information may not be limited only to this legislation);

- ESOS Act 2000

The standards that govern this Policy and Procedure are the;

- SNR 16.1 National Code Standard 6
- Australian Nursing and Midwifery Accreditation Council
- Australian Health Practitioner Regulation Agency (AHPRA)

PURPOSE

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

Requirements

- ETEA 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.
 - The requirements of Australian Nursing and Midwifery Accreditation Council

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.
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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 Individual Education Plan which is sometimes referred to as an Individual Learning plan.
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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 we will make reasonable adjustments for students who provide medical documentation of their disabilities and the special needs which these necessitate.

The student must inform ETEA 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 State Manager/ Course- coordinator 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

I. 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

II. 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.

III. Hearing Impairment (Medical certificate required)

Students with a medically documented hearing impairment may request:

- Seating near the front of the room.
- An oral/ sign interpreter provided by the student.

IV. 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.

V. Student with low language literacy or numeracy needs

- Extra time may be allotted on request
- Trainers to provide extra assistance by using different strategies like:
 - Providing extra time to complete the assessment
 - Using short and simple sentences to explain
 - Using life experiences in the classroom
 - Confirm understanding for example ask students to rephrase questions
- Use methods that do not require a higher level of language or literacy than is required to perform the job role.

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- Referring them to the courses that may help them to develop the skills in these areas.
- Integrating theory with practice
- Including more pictures or diagrams e.g. power point presentation, videos etc. during the learning process.

VI. Other disabilities

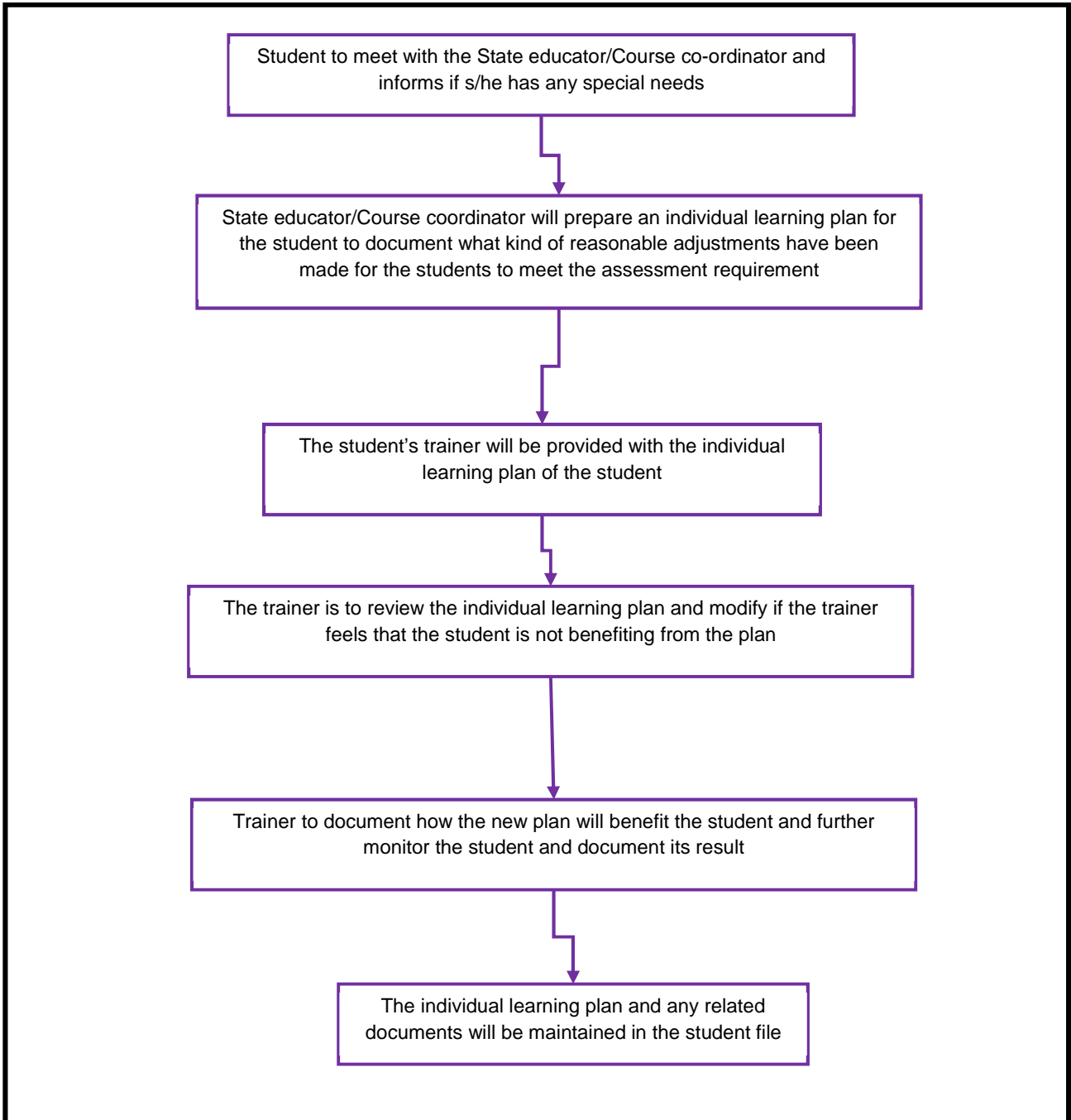
- Each case will be considered on its merits and each application must be supported with current medical documentation. In some such cases such as behavioural problems, students may not require special provisions but the trainer may still be made aware of how the nature of the condition may affect the assessment.
- Trainers at ETEA consider the needs of people from different background, which includes the language used and any cultural issues that may affect the response of the person being assessed. Assessment procedures are culturally appropriate for the individual and the situation.

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IDENTIFYING INDIVIDUAL NEEDS PROCEDURE



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