

Reasonable Adjustment Policy

Document Owner	Chief Executive Officer		
Responsible Officer	RTO Manager		
Last Update	24/01/2025		
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Related Documents	<i>Access and Equity Policy</i> <i>Training and Assessment Strategy Development Policy</i> <i>Assessment Policy</i> <i>Discrimination, Bullying, and Harassment Prevention Policy</i> <i>Information for Students with Disabilities and Special Needs</i> <i>Privacy Policy</i> <i>Work Health and Safety Policy</i>		
Version	Authorised by	Approved	Effective Date
1.0	Chief Executive Officer	30/01/2025	3/02/2025

1. Context

This Policy outlines Barrington Training Services' approach to the *Disability Standards for Education and Disability Discrimination Act*, and the principles of fairness, respect, and inclusivity.

This Policy establishes a framework for making reasonable adjustments to support students with disabilities while maintaining the integrity of the learning outcomes and assessment requirements.

This Policy adheres to compliance with the Standards for RTOs.

2. Definitions

Refer to the *Explanation of Terms* document.

3. Scope

This policy applies to all BTS students.

4. Principles

The following principles guide BTS's approach to reasonable adjustments:

- **Equitable Access.** All students can access and participate in education on the same basis as others.
- **Respect and Confidentiality.** Students with disabilities are treated with respect, and their privacy is protected.

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- **Legal Compliance.** Adjustments align with the Disability Standards for Education 2005, covering enrolment, participation, curriculum, assessment, and support.
- **Reasonableness.** Adjustments are reasonable and practical and do not impose unjustifiable hardship while maintaining qualification standards.
- **Collaboration.** Adjustments are determined in consultation with the student and, where appropriate, relevant stakeholders.
- **Flexibility.** Adjustments are tailored to individual needs and reviewed regularly for effectiveness.
- **Academic Integrity.** Adjustments ensure fair access without compromising training or assessment standards.

5. Policy details

- a) This policy covers:
- Legal Requirements
 - Reasonable adjustments
- b) BTS enables reasonable adjustments to be made to course delivery and assessment procedures for people with special needs, such as people with disabilities or with language or literacy difficulties.

5.1. Legal requirements

- a) The **Disability Discrimination Act (1992)** requires educational institutions to put in place actions to help ensure equal opportunity for people with a disability.
- b) The Disability Discrimination Act (1992) includes a very broad definition of disability, including illness or disease, past disability, and present disability. VET students could have a range of disabilities such as:
- Learning disabilities
 - Sensory impairments (including vision, hearing, or speech impairment)
 - Physical or mobility impairments
 - Psychological or psychiatric impairments (or mental illness)
 - Disabilities, such as cerebral palsy or head injury, which may result in multiple impairments Medical conditions such as HIV or AIDS, cancer, or chronic fatigue syndrome (which may result in multiple disabilities)
 - Intellectual disabilities.
- c) In 2005, the Commonwealth Government created the **Disability Standards for Education**. These Standards were summarised by the Department for Education and Training as:

Rights	Requirements
Enrolment	
Right to seek admission and enrol on the same basis as prospective learners without	Take reasonable steps to ensure that the enrolment process is accessible.

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disability including the right to reasonable adjustments.	<p>Consider learners with disability in the same way as learners without disability when deciding to offer a place.</p> <p>Consult with the prospective learners or their associates about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary</p>
Participation	
Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure learners with disability are able to participate in education and training on the same basis as learners without disability.	<p>Take reasonable steps to ensure participation.</p> <p>Consult with the learner or their associate about the effect of the disability on their ability to participate.</p> <p>Make a reasonable adjustment if necessary.</p> <p>Repeating this process over time as necessary.</p>
Curriculum development, accreditation, and delivery	
Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as learners without disability and to have reasonable adjustments to ensure they can participate in education and training.	<p>Enable learners with a disability to participate in learning experiences (including assessment and certification).</p> <p>Consult with the learner or their associate.</p> <p>Take into consideration whether the disability affects the learner's ability to participate in the learning experiences.</p> <p>Repeating this process over time as necessary</p>
Learner support services	
Right to access learner support services provided by education institutions, on the same basis as learners without disability. Learners with disability also have the right to specialised services needed for them to participate in the educational activities for which they are enrolled.	<p>Ensure that learners with disability are able to use general support services.</p> <p>Ensure that learners have access to specialised support services.</p> <p>Facilitate the provision of specialised support services.</p>
Harassment and victimisation	
Right to education and training in an environment that is free from discrimination caused by harassment and victimisation based on their disability.	<p>Implement strategies to prevent harassment or victimisation.</p> <p>Take reasonable steps to ensure that staff and learners are informed about their</p>

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	<p>obligation not to harass or victimise learners with disability.</p> <p>Take appropriate action if harassment or victimisation occurs.</p> <p>Ensure complaint mechanisms are available to learners.</p>
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d) Under the **Disability Standards for Education 2005**, education providers must make reasonable adjustments for people with a disability, to the maximum extent that those adjustments do not cause that education provider unjustifiable hardship. While ‘reasonable adjustment’ and ‘unjustifiable hardship’ are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

5.2. Reasonable adjustments

- a) Disclosure of a disability is the choice of the student and is not a requirement for participation in a VET course or non-accredited course. However, encouraging students to share information about the impact of their disability on their learning helps to justify and make the necessary reasonable adjustments.
- b) Any information about a student’s disability is shared and decisions about reasonable adjustment are made collaboratively with the student, trainer and/or assessor, and BTS. Consideration in the decision-making process will include students’ special needs such as:
- Writing
 - Reading
 - Hearing
 - Communicating with others or getting ideas across
 - Moving or manipulating objects
 - Paying attention / staying on track
 - Sitting for long periods
 - Moving around the learning environment
 - Remembering/retention
 - Dealing with frustration
- c) BTS may alter the Training and Assessment strategies, assessment tools, and learning materials, and provide additional support to learners with a disability or specific learning requirements enabling them to successfully complete the course without altering the academic integrity of the learning and/or Assessments. Such changes or alterations are referred to as ‘Reasonable Adjustment’.
- d) The following examples may be applied for reasonable adjustment:

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- Modifying workstations
 - Modifying premises
 - Modifying or providing equipment
 - Adapting delivery strategies
 - Ensuring that course activities are sufficiently flexible
 - Providing additional academic and non-academic support to students where necessary
 - Customising resources and activities within the training package or accredited course
 - Modifying the presentation medium
 - Making information accessible both before enrolment and during the course
 - Monitoring the adjustments to ensure student needs continue to be met
- e) Assessments where possible are flexible and allow for reasonable adjustment. Any changes or modifications to courses and assessments need to be done in a way that maintains the integrity of the course and the qualification. BTS will not make changes to any accredited or non-accredited courses which would undermine the academic integrity of the course.
- f) Assessments are conducted in accordance with the principles of validity, reliability, fairness and flexibility.
- g) At all times, BTS is entitled to maintain the academic requirements of the course and training package and any other requirements/components inherent to the nature of the course. BTS may exclude a student who cannot meet the inherent requirements of the course, even with adjustments and is also entitled to consider excluding a student if any adjustment would impose unjustifiable hardship on its operations.
- h) BTS' decisions on reasonable adjustments will be communicated to the student in writing as soon as practicable together with any costs payable by the student (if applicable).
- i) If BTS chooses not to offer an adjustment, it will inform the student in writing of the decision, including the reasons for that decision. In the event BTS does not offer the student an adjustment or place in the course, it will also inform the student of their right to access the Complaints and Appeals Policy and related processes available on the BTS website and the Student Handbook.
- j) Where reasonable adjustments are implemented, the detailed plan including timetables, notes regarding the required adjustments, and any related communications regarding the adjustments will be distributed to the relevant BTS staff and a copy will be maintained on the student's file in the Student Management System.
- k) The plan will be reviewed by the trainer and the RTO Manager to ensure its efficacy. Any changes made to the plan must be communicated to the student and a copy retained on the student's file.

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- l) BTS endeavours to obtain information on a student's needs before course commencement but this may not always occur. Where needs arise after the course commencement, this Policy will apply and BTS will attempt to adjust the student's learning requirements accordingly.

6. Breaches

If a staff member is found to be in breach of this Policy, she or he may be subject to disciplinary action in accordance with the relevant Code of Conduct and Misconduct Procedure.

7. Appeals

Appeals concerning any decision taken in relation to this Policy should be made under the relevant Complaints and Appeals Policy, which can be accessed from the BTS website.

8. References

Disability Discrimination Act 1992 (Cth)

Disability Standards for Education 2005 plus Guidance Notes (Cth)

Document History:

Version	Date	Author	Reason	Sections
0.1	24/01/2025	Ivan Negro	Document Creation	All
1.0	30/01/2025	Allen Barry	CEO Approval	All

This document is UNCONTROLLED once printed.