

Student Support Policy

Document Owner	Chief Executive Officer		
Responsible Officer	RTO Manager		
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Related Documents	<i>Access and Equity Policy</i> <i>Marketing Policy</i> <i>Admissions and Enrolment Policy</i> <i>Discrimination, Bullying, and Harassment Prevention Policy</i> <i>Reasonable Adjustments Policy</i> <i>Information for Students with Disabilities and Special Needs</i> <i>Assessment and Evidence Collection Policy</i> <i>Course Progress and Completion Policy</i> <i>Work Health and Safety Policy</i> <i>Child Safe Code of Conduct</i> <i>Student Handbook</i> <i>Student Support Services List</i> <i>Complaints and Appeals Policy</i>		
Version	Authorised by	Approved	Effective Date
1.0	Chief Executive Officer	26/05/2025	27/05/2025

1. Context

Barrington Training Services (BTS) is committed to providing a supportive and inclusive educational environment that responds to the individual needs of each student. This Policy outlines the support services offered to ensure all students have equal access to education and can achieve their vocational and educational goals.

At the same time, BTS recognises that, for many reasons, students may not reach their full potential without accessing additional learning and support services. This document describes the support services provided by BTS in compliance with the Standards for Registered Training Organisations (RTOs) and the relevant legislation.

2. Definitions

Refer to the *Explanation of Terms* document.

3. Scope

This Policy applies to all current and prospective students, as well as to all staff involved in the delivery and support of educational activities at BTS.

4. Principles

BTS's approach to student support is guided by the following principles:

- **Transparent and informed decision-making.** VET students will receive transparent and up-to-date information before enrolment, ensuring they can make informed decisions. This includes details on training products, delivery modes, fees, support services, and student obligations, with timely updates on any changes that may affect them.
- **Ensuring training suitability.** To ensure training product suitability, BTS will assess each student's skills, competencies, language, literacy, numeracy, and digital literacy before enrolment, in accordance with the **Admissions and Enrolment Policy**. Students will receive guidance on the best training options based on their individual needs and career goals.
- **Accessible training support.** Students will have access to training support services, trainers, assessors, and staff to facilitate their progress. BTS will provide support services and ensure students are informed on how and when to access assistance, with timely responses to queries.
- **Inclusive support for students with disability.** BTS is committed to supporting students with disability by fostering an inclusive environment where they feel comfortable disclosing their needs. Reasonable adjustments will be made to ensure equal access to training and assessment, with clear explanations provided and documented when adjustments are not possible.
- **Diversity and inclusion.** Diversity and inclusion are fundamental to BTS's approach, fostering a safe and respectful learning environment for all students. BTS will support cultural safety for First Nations students and students from diverse backgrounds.
- **Student wellbeing.** Student wellbeing is a priority, with the RTO identifying wellbeing needs and implementing appropriate support strategies. Students will be informed about available wellbeing services, key contacts, and actions they can take to maintain their wellbeing throughout their training experience.

5. Policy details

- a) BTS is dedicated to ensuring the welfare and wellbeing of all students by providing inclusive and flexible learning and assessment options. We recognise the importance of offering additional support services tailored to students' diverse needs and circumstances. This approach ensures that every student can meet the course requirements and achieve their learning objectives.
- b) Educational and support services include:

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i. Pre-enrolment Support

- Provision of clear, accessible information and guidance to help students make informed decisions about their courses.
- Access to pre-enrolment materials that outline course details, expectations, and requirements.

ii. Learning and Study Support

- Access to study skills information or programs and support to develop effective learning techniques, or referrals to these services.
- Provision of Language, Literacy, Numeracy, and Digital (LLND) assessments, skills programs or referrals to these services.
- Additional learning resources, including readings, exercises, practice tests, and online tutorial support, where available.
- Sufficiently flexible delivery options and scheduling, including one-on-one time with trainers and assessors, to cater to individual learning needs.
- Access to Information and Communications Technology (ICT) support, specialised technical assistance, and resources, or referrals to these services.
- Use of assistive technology, equipment, and other resources to support students with disabilities or special learning requirements, in line with agreed reasonable adjustments.
- Availability of learning materials in alternative formats (e.g., large print, paper-based learner guides and assessments) to enhance accessibility.
- Contextualised training and assessment tailored to the specific workplace environments.

iii. Wellbeing and Counselling Services

- Referral to appropriate external counselling, mental health services, and support networks for vocational, emotional, and psychological assistance.
- Access to mediation services or referrals to these services for conflict resolution.
- Support for student wellbeing through online learning and support courses that focus on personal development and resilience.
- Counselling services and wellbeing support will include considerations for children and young people, ensuring their specific needs and voices are considered in service design and delivery.
- Age-appropriate, culturally sensitive resources will be available to young learners.

iv. Flexible Delivery and Assessment

- Adjustments to training and assessment schedules to accommodate individual student needs, ensuring fairness and equity.
- Customisation of delivery methods and assessment processes to suit diverse learning styles and circumstances.
- Providing extensions or additional time to complete assessments or the opportunity to submit a draft for feedback.

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v. Equipment and Resources

- Provision of specialised resources and programs in multiple formats to increase access for students with disabilities and other students in line with access and equity principles.
- Ensuring that learning environments and resources are accessible and inclusive for all students.
- Accessible resources are provided for online learners, including screen reader-compatible materials, closed-captioned videos or transcripts, and downloadable content in multiple formats (PDF, audio, etc.) to accommodate diverse learning needs.

vi. Child-Specific Support:

- Young learners will have access to a designated support officer trained in child safety practices, ensuring they have a trusted point of contact for any concerns. This person may be external to BTS.
- Parents and guardians will be engaged and informed of available services, where appropriate.

vii. Financial and Other Support Services

- Referral to financial support and assistance services to help students manage the costs associated with their studies.
- Any additional services deemed necessary to support students in achieving competency, based on their individual circumstances.

6. Procedures

BTS aims to identify students with support needs at the enrolment stage of their learning journey to ensure early intervention by encouraging the students to provide these details while completing the **Enrolment Application Form**. However, it is the responsibility of the student to disclose this information.

6.1. Enrolment

- a) During the enrolment process, BTS will engage with students to understand their individual needs and how to best support them to successfully participate and complete their intended course. Students may be identified from target groups, including:
- i. Aboriginal and Torres Strait Islanders.
 - ii. People from culturally diverse or non-English speaking backgrounds.
 - iii. Unemployed individuals or people re-entering the workforce.
 - iv. People living with disabilities.
 - v. People from rural and remote areas.

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- vi. Members of other disadvantaged groups.
- b) Students are encouraged to disclose and discuss any medical or special needs and/or reasonable adjustments that may be required or that may assist in the performance of their studies. The collection and use of this information is conducted in accordance with privacy laws and the BTS Privacy Policy. These discussions will be conducted by a member of BTS's Administration Team and documented in the Learning Management System, under the student's profile, and the **Student Support Register**.
- c) All students will undergo an LLND self-assessment before commencing learning, and where applicable, an LLND Assessment Test, in accordance with the *Admissions and Enrolment Policy*. These measures include assessing students' digital capability before undertaking online learning. Those who require additional support will have access to targeted digital skills training through their *Student Induction and Orientation* session, covering essential skills for navigating the LMS, submitting assignments online, and using digital communication tools effectively.
- d) If a potential student is identified as not currently meeting the entry requirements of the program, the student will be referred for appropriate assistance before enrolling into the selected program.
- e) If BTS is not able to provide appropriate support to meet the student's individual needs, the student will be advised before enrolling and will be referred to external service providers.

6.2. Reasonable adjustments

- a) Reasonable adjustments that are required to be made will take a collaborative approach and will be discussed and agreed upon with the student, in accordance with the **Reasonable Adjustment Policy**. When considering the adjustments to training and assessment methodologies, the inherent requirements of the program will be considered.
- b) Inherent requirements are the fundamental parts of the program that must be met for a student to be deemed competent. They are the abilities, skills and knowledge required to complete the course, which, if removed, would compromise the learning outcomes.
- c) BTS may consider the following examples of adjustments, as specified in the *Reasonable Adjustment Policy*:
 - i. Accessible classrooms.
 - ii. Note-taking support.
 - iii. Course material in alternate formats.

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- iv. Use of laptop for assessments.
 - v. Extra time or extensions for assessments.
 - vi. Alternate assessment tasks.
 - vii. Ergonomic equipment.
 - viii. Use of assistive technology.
 - ix. An interpreter or scribe.
- d) Language, Literacy, Numeracy and Digital Skills (LLND) concessions will be made, where necessary, ensuring that these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity, and fairness of assessment.
- e) Where required, students may be requested to complete an LLND Assessment Test, to provide BTS with a better understanding of the student's levels relating to language, literacy, numeracy, and digital proficiency.
- f) Reasonable adjustments are recorded in the relevant training and assessment strategy for the learning program, in the *Student Support Register* and on the student's **Training Plan**. Copies of notes regarding the required adjustments and any related communications will be maintained in the LMS's student file.

6.3. Student progression

- a) Support services are available to students at all stages of their learning journey, in accordance with the **Course Progress and Completion Policy**. BTS ensures that all training and assessment staff will identify students in need and facilitate support services that will assist their progress to succeed in their education.
- b) BTS staff may identify undisclosed student support needs through:
- i. Monitoring evidence of poor attendance, behaviour, and assessment outcomes.
 - ii. Student self-identifying and requesting support.
 - iii. Observations during learning activities.
 - iv. Outcomes of student satisfaction surveys.
 - v. During an interview with a student.
- c) Staff will discuss any support needs with the student and record the discussions/communication in the LMS's student file and the Student Support Register. The outcomes of the discussions and support services implemented will be recorded in the student's Training Plan and the relevant register.

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- d) Students with disabilities requiring reasonable adjustments may be required to provide additional medical or specialised documentation to substantiate the reasonableness of the adjustment.
- e) If a student requires a support person in a classroom, any costs associated with the support person will be borne by the student; however, if the student requires a support person in an assessment situation, the support person will be supplied by BTS and the costs associated will be borne by the RTO to ensure the integrity of assessment is upheld.
- f) BTS monitors the progression of students through:
 - i. Learning Management System - this allows staff to monitor the progression of students through class attendance, assessment submission and completion by running reports and identifying any students who may not be progressing suitably.
 - ii. Training Plans will be used to record the progress of unit of competency completions for full qualification programs.
 - iii. Progress reports and feedback from the respective trainer and assessor.
- g) Student progression is recorded in the Learning Management System and, where relevant, on the student's individual **Training Plan**. Where a student has not demonstrated sufficient progression through a course, they will be contacted by a member of the BTS Staff as specified in the **Course Progress and Completion Policy**. The reason behind the student's lack of progression will determine the support service required.
- h) Online and distance students may be provided with an individual Training Plan that includes targeted study goals, regular progress tracking, and allows support provisions to be documented. BTS staff will monitor engagement and progress and offer additional guidance where necessary to ensure successful learning outcomes.

6.4. Wellbeing support

- a) The training environment at BTS will actively promote and support the wellbeing and diversity of learners by implementing the following strategies:
 - i. **Inclusive Learning Spaces:** Ensuring that all physical and virtual learning environments are accessible, safe, and welcoming for all students, including those with disabilities, culturally diverse backgrounds, and different learning needs.
 - ii. **Cultural Safety:** Embedding cultural awareness and sensitivity into all training and assessment practices, with specific attention to the needs of First Nations learners and students from culturally and linguistically diverse backgrounds.

- iii. **Support Services:** Providing access to counselling, mental health resources, and student welfare services, with clear referral pathways to external support networks as needed.
 - iv. **Wellbeing check-ins:** Online students will be contacted at regular intervals, in accordance with the **Course Progress and Completion Policy**. Trainers and support staff will reach out to discuss academic progress, personal challenges, and any additional support requirements. These check-ins aim to foster a sense of connection and address any potential issues promptly.
 - v. **Flexible Learning Options:** Offering flexible training schedules, delivery modes (e.g., online, face-to-face, blended), and assessment methods to accommodate the diverse needs and circumstances of learners.
 - vi. **Anti-Discrimination and Harassment Policies:** Actively enforcing policies that prevent discrimination, bullying, and harassment within the training environment, ensuring all students feel respected and valued.
 - vii. **Wellbeing Initiatives:** Incorporating wellbeing activities, workshops, and programs that promote mental health and social connection among students. Subject to the type of enrolment, e.g. apprenticeships, traineeships, or sponsored by the respective employer, students may also access support and wellbeing initiatives via the EAP (Employee Assistance Program) available through their workplace.
 - viii. **Feedback Mechanisms:** Establishing channels for students to provide feedback on their experiences and wellbeing, with regular reviews to identify and address any issues affecting learner diversity and welfare.
- b) Regular assessments will be conducted to identify the wellbeing needs of the student cohort, with appropriate support strategies implemented through the following processes:
- i. **Surveys and Questionnaires:** Distributing regular surveys and questionnaires to students that focus on their experience in the training environment. These tools will help gather data on common stressors, satisfaction levels, and specific needs.
 - ii. **One-on-One Interviews and Check-ins:** Conducting periodic one-on-one interviews or check-ins with students, facilitated by trainers, support staff, or counsellors, to discuss their wellbeing and any challenges they may be facing. This allows for a more personalised assessment of individual needs.
 - iii. **Monitoring Attendance and Engagement:** Keeping track of attendance patterns, class participation, and engagement in online learning platforms. Significant changes in a student's behaviour may indicate wellbeing concerns that need to be addressed.

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- iv. **Feedback from Trainers and Staff:** Encouraging trainers and support staff to provide regular feedback on student wellbeing, particularly for those who may be struggling with course content, participation, or social integration.
 - v. **Partnerships with External Services:** Established connections with external wellbeing services, such as mental health professionals, social workers, and community organisations, to refer students as needed based on the assessments conducted.
 - vi. **Development of Student Support Plans:** Based on the findings from assessments, BTS will develop student support plans for students requiring additional assistance, including adjustments to their **Training Plan**, access to counselling, or other necessary interventions. Student Support Plans will be recorded on the respective Student Profile on the LMS and the **Student Support Register**.
 - vii. **Students in online or distance learning programs** can access wellbeing resources through digital platforms, including virtual counselling sessions and resources focused on study, stress management, remote learning and assessment conduct.
- c) All students will be informed of the available wellbeing support services and how to access them through the following methods:
- i. **Induction and Orientation:** During orientation sessions, all students will receive detailed information about the well-being support services available, including mental health counselling, academic support, and external resources. This will include clear instructions on how to access these services, whether in person, online, or through referral processes.
 - ii. **Student Handbook:** The student handbook will contain a dedicated section outlining the wellbeing support services available, including contact details for support staff, emergency services, and links to online resources. This handbook is made available to all students during the enrolment process and is accessible on the BTS website.
 - iii. **Regular Reminders:** Periodic reminders will be sent to students via email and/or the learning management system, to keep them informed of the available wellbeing services, including updates on any new services or changes to existing ones.
 - iv. **Student Support Services List:** an informative document available to all students and BTS staff, listing the support services available and how they can be accessed. This list is available on the BTS website under the Student Information page.
 - v. **Workshops and Seminars:** Workshops and seminars will be conducted focusing on wellbeing topics, such as stress management, resilience building, and mental health awareness. These events will also highlight the available support services and how students can access them.

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- vi. **Support Staff Availability:** Wellbeing support staff will be made accessible to students during specific hours, with details of their availability communicated clearly through various channels, including the student portal, noticeboards, and class announcements.

6.5. Special measures for young learners

- a) Recognising the unique needs of young learners, BTS implements specific measures to ensure their safety, wellbeing, and academic success. These measures align with the **Child Safety Policy**, the **National Principles for Child Safe Organisations**, and our commitment to fostering a safe and inclusive learning environment.

i. Parental/Guardian Engagement

- Parents or guardians will be informed of the support services available to young learners and how their children can access them.
- Parental or guardian consent will be required for certain services, particularly those related to mental health, wellbeing, or external referrals.
- Parental or guardian acknowledgement and signature will be required on the Enrolment Application Forms and Training Plans

ii. Child-Safe Support Officer

- A designated support officer trained in child safety practices will be assigned to young learners – this role may be sourced externally from BTS.
- This officer will act as a trusted point of contact, providing personalised support and addressing any safety concerns.

iii. Training for Staff

- All staff working with young learners will undergo mandatory child safety training, including identifying and responding to safety concerns.
- Training will include cultural awareness with specific consideration for First Nations children and those from culturally and linguistically diverse backgrounds.

iv. Reporting and Confidentiality

- Young learners will have access to clear, simple and child-friendly reporting processes for any safety or wellbeing concerns.
- Reports will be treated with confidentiality and handled promptly, in accordance with legal and organisational requirements.

v. Age-Appropriate Resources and Communication

- All communication with young learners, including support services and training materials, will be designed to be age-appropriate and accessible.
- Information will be provided in formats that young learners can easily understand, ensuring inclusivity and equity.

vi. Wellbeing Support and Check-Ins

- Regular wellbeing check-ins will be conducted with young learners to discuss their academic progress, personal challenges and overall wellbeing, in accordance with the **Course Progress and Completion Policy**.
- These check-ins aim to foster trust and ensure that any issues are addressed promptly.

vii. Compliance and Continuous Improvement

- BTS will regularly review its policies and procedures to ensure compliance with the National Principles for Child Safe Organisations and relevant legislation.
- Feedback from young learners and their families will be collected to identify areas for improvement and to enhance support services.

6.6. Support contacts

a) Students who require additional support once they have commenced their course can contact BTS or their trainer and request support. BTS encourages students to:

- i. Speak directly with their trainer and assessor.
- ii. Contact the BTS Training Team at training@barringtons.com.au or by calling **02 9899 0600**.
- iii. Refer to the **Student Handbook**.
- iv. Refer to the [Student Information](#) page on the BTS website.

6.7. Additional support referrals

a) If a student is experiencing difficulties and/or requires counselling or personal support, BTS will refer the student to an external support network. Students are made aware of these networks through the information provided in the **Student Handbook** and the [Student Support Services List](#).

b) Referral services include:

- Language/Literacy/Numeracy and Digital

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- Study Support Skills
- Nervous Disorders/Anxiety
- Interpreter Services
- Counselling Services
- Financial Support
- Domestic Violence
- Mental Health
- Disability Assistance
- Medical/ Emergency ONLY Assistance
- IT Technical Assistance
- General Support and Enquiries about your Training Contract (For Trainees and Apprentices only)

6.8. Monitoring and feedback mechanisms

- a) BTS training and administration staff will regularly monitor online engagement through the LMS to identify students who may be at risk due to low participation. Early intervention measures, such as targeted support emails or check-in calls, will be implemented to provide guidance and prevent disengagement.
- b) BTS will seek feedback from students, trainers, and support staff to evaluate the effectiveness of support services. This feedback will be gathered through surveys, focus groups, one-on-one check-ins, and post-service evaluations to ensure services meet student needs and align with industry standards.

6.9. Responding to concerns, complaints and incidents

- a) BTS has established a **Crisis Committee** to ensure a safe, supportive, and responsive environment for all students and staff. Its primary function is to address complaints, concerns, and reports of incidents that may impact the safety, wellbeing, or mental health of individuals within the organisation.
- b) The Crisis Committee is committed to fostering a culture of care, accountability, and proactive engagement. All reports are taken seriously and handled with the utmost sensitivity and professionalism.
- c) Functions of the Crisis Committee:
 - i. Incident response and assessment
 - Receive and assess reports of incidents involving threats to safety, wellbeing, or mental health.

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- Determine the severity and immediacy of the risk and initiate appropriate response protocols.
- ii. Support and intervention
 - Coordinate timely support services, including counselling, medical assistance, or protective measures.
 - Engage with affected individuals to ensure their needs are met and their voices are heard.
- iii. Investigation and Resolution
 - Oversee or coordinate investigations into complaints or incidents in accordance with organisational policies and legal requirements.
 - Ensure fair, confidential, and trauma-informed processes are followed.
- iv. Communication and coordination
 - Liaise with internal departments (e.g., Human Resources, Student Services, Security) and external agencies (e.g., law enforcement, mental health services) as needed.
 - Provide clear and timely communication to relevant stakeholders while maintaining confidentiality.
- v. Prevention and education
 - Identify patterns or trends in reported incidents to inform prevention strategies.
 - Promote awareness and training programs on safety, mental health, and respectful conduct.
- vi. Review and improvement
 - Regularly review and update crisis response protocols to reflect best practices and feedback from the community.

7. 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.

8. 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.

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