



Disability Support Policy

1. Purpose

This policy outlines Flight One – School of Engineering’s commitment to supporting students with disability through inclusive practices and reasonable adjustments, ensuring equal access to education and training opportunities in accordance with the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*.

2. Scope

This policy applies to all prospective and enrolled students who disclose a disability and require support to participate fully in training and assessment activities. It also applies to all staff involved in student support, training delivery, and compliance oversight.

3. Policy Statement

Flight One – School of Engineering is committed to creating an inclusive, safe and supportive training environment for all learners. We recognise that students with disability may require tailored supports or adjustments to enable full participation and success in their training. We aim to reduce barriers through proactive planning and responsive support, while maintaining academic and safety standards.

4. Key Principles

- Respect and uphold the dignity, rights, and confidentiality of all students.
- Engage in open consultation with students to identify support needs.
- Provide reasonable adjustments that are practical and do not compromise safety or licensing requirements.
- Promote inclusive practices and continuous improvement in disability support.

5. Procedures

5.1. Disclosure and Identification

- Students are invited to disclose a disability confidentially at:
 - Enrolment
 - During training
 - As part of support needs assessments or conversations with trainers or staff
- The Student Support Officer (SSO) is the main contact for disability-related enquiries and planning.

5.2. Needs Assessment and Planning

- If a student discloses a disability, the SSO coordinates an **Individual Access Plan (IAP)** in consultation with:
 - The student
 - Their school (if applicable)
 - Any support agency or advocate, where appropriate
- The IAP outlines support needs and proposed adjustments, including academic or physical access considerations.

5.3. Reasonable Adjustments

- Adjustments may include (but are not limited to):
 - Extra time for assessments
 - Modified learning materials



- Assistance with practical components
- Use of assistive technologies
- Adjustments are developed through mutual agreement and reviewed periodically.

5.4. Documentation and Confidentiality

- All support documentation is stored securely in the Student Management System (SMS).
- Access is limited to authorised personnel (e.g. Head of School, Deputy Head, SSO).
- Information is handled in accordance with Australian privacy legislation.

5.5. Monitoring and Review

- Trainers are briefed on the agreed adjustments and provide day-to-day support.
- Effectiveness of the IAP is monitored through:
 - Student feedback
 - Term reviews
 - Performance and attendance monitoring
- Adjustments are revised as needed to ensure continued relevance and appropriateness.

6. Responsibilities

Role	Responsibility
Head of School	Policy oversight, escalation and resource allocation
Student Support Officer	Planning, documentation, liaison and follow-up
Trainers	Implementation and monitoring of agreed adjustments
Deputy Head of School	Quality assurance and backup support

7. Review and Continuous Improvement

This policy will be reviewed annually or in response to:

- Legislative changes
- Feedback from students or staff
- Changes in funding or regulatory requirements