

Access and Equity

Policy

Access and equity covers three broad areas: Discrimination, Harassment and Affirmative Action.

Each of these areas is supported by legislation at the State or Federal level; this includes but is not limited to the following:

- Federal Legislation: • Age Discrimination Act 2004 (C/W); • Australian Human Rights and Equal Opportunity Commission Act 1986) (C/W); • Australian Human Rights and Equal Opportunity Legislation Amendment Act 1992 (C/W) Disability Discrimination Act 1992 (CW); • Racial Discrimination Act 1975 (C/W); • Sex Discrimination Act 1984 (C/W); • Work Place Gender Equality Act 2012 (C/W); and • Fair Work Act 2009 (C/W).

SA State Legislation: - South Australia Equal Opportunity Act 1984 (SA);

Access and equity is about removing barriers and opening up opportunities. In education and training, it means ensuring that people with differing needs and abilities have the same opportunities to successfully gain skills, knowledge and experience through education and training irrespective of their age, disability, colour, race, gender, religion, sexuality, family responsibilities or location. It means identifying and addressing the training needs of everyone.

“Diversity” is the recognising and valuing of individual differences.

“Disability” the definition of a disability under the Disability Discrimination Act is broad and includes physical, intellectual, psychiatric, sensory, learning, neurological, physical disfigurement and the presence in the body of disease causing organisms.

CHTS is proactive in supporting fair access to educational opportunities and ensuring that all learners have the opportunity to achieve according to their own individual potential. CHTS is committed to promoting, encouraging and valuing equity and diversity in regard to its staff and learners.

CHTS will at all times:

- Provide an environment of support and care for learners
- Encourage cultural understanding and sensitivity
- Encourage early identification and intervention to support learners
- Seek to ensure that practices are non-discriminatory and pay due consideration to the needs of all groups
- Evaluate all educational processes to ensure that they are inclusive and value learners from a diverse background
- Ensure all policies and procedures are non-discriminatory

- Provide learners with information about access and equity issues and the complaints resolution process

Procedure

CHTS understands that the educational program will sometimes need to make adjustments to ensure equal opportunity for learners with disabilities. The nature of reasonable adjustments is such that they are designed to minimise the disadvantage experienced by learners with a disability, rather than provide learners with a competitive advantage. This can include administrative, physical or procedural modifications.

On the first day of training an induction time is spent to get to know the learners. CHTS requests that learners advise the trainer if they are in need of specific assistance with regard to language, literacy and numeracy so that specific learning support may be provided. CHTS has a Language, Literacy and Numeracy Assessment that assists the learner and trainer in understanding what kind of help is needed. Verbal assessments can be completed with the learner where necessary.

Pre-enrolment

- Any enquiry or enrolment received where a prospective learner has indicated a disability, along with any relevant supporting documentation will be sent to the Executive Officer for assessment and follow up.

Post-enrolment

- If the applicant continues with their enrolment any approved reasonable adjustments will be communicated to the relevant trainers by the Executive Officer and a copy of the recommendation will be placed in the learners' file. The Administration Officer, will co-ordinate implementation of the required reasonable adjustment in conjunction with the relevant staff.