C.Y. O’Connor Institute

Disability Access and Inclusion Plan (DAIP)
2015 – 2019

This plan is available upon request in alternative formats.
Contents

Introduction – C.Y. O’Connor Institute ........................................... 3
Definition of Disability .......................................................... 4
Prevalence of Disability ....................................................... 5
Legislative Context ............................................................... 5
Access and Inclusion Policy Statement .................................... 6
Evaluation, Monitoring and Review Process ................................. 8
Access and Inclusion Strategies .............................................. 10
Progress Since 2010 ............................................................. 13
Introduction

C.Y. O’Connor Institute is an innovative and progressive training organisation, committed to meeting the education and training needs of Western Australia’s Wheatbelt region.

The Institute’s mission reflects the desire to contribute to a strong and vibrant Wheatbelt community. A culture of continuous improvement has enabled the Institute to encourage organisational growth and development leading to improved ways of working.

The Institute has a strong customer focus in delivery and assessment and is committed to maximising student, customer and staff satisfaction by actively monitoring, reviewing and continuously improving and customising products and services.

Our Vision

C.Y. O’Connor Institute is recognised as an innovative and high-performing provider of training and education services that contributes to regional and state workforce development.

Our Mission

Our mission is to provide quality training and education services to enable our students in the Wheatbelt and beyond to achieve their potential.

Our Values

At C.Y. O’Connor Institute we deliver our programs and services from a foundation of shared values:

- Quality
- Integrity
- Honesty
- Respect
- Teamwork
- Sustainability

We will demonstrate these values by:

- Providing an inclusive and professional learning environment
- Encouraging responsibility and empowerment
- Displaying trusting and respectful behaviour
- Behaving with individual and group integrity
- Adopting sustainable practices in all Institute functions
- Providing modern and flexible methods of learning for our clients
- Providing equitable access to services and facilities
What is Disability?

A disability is any continuing condition that restricts everyday activities. The WA Disability Services Act (1993) defines disability as that:

- which is attributable to an intellectual, psychiatric, cognitive, neurological, sensory or physical impairment or a combination of these
- which is permanent or likely to be permanent
- which may or may not be of a chronic or episodic nature
- which results in substantially reduced capacity of the person for communication, social interaction, learning or mobility and a need for continuing support services.

The Disability Services Commission (DSC) states that a disability can be:

**Sensory**  
Affecting vision and/or hearing.

**Neurological**  
Affecting a person’s ability to control their movements.

**Physical**  
Affecting mobility and/or a person’s ability to use their upper or lower body. These generally relate to the musculoskeletal, circulatory, respiratory and the nervous system.

**Intellectual**  
Intellectual and developmental disabilities that relate to a range of difficulties. These may include learning, communicating, remembering information and using it appropriately, making judgements and problem solving.

**Cognitive**  
Affecting a person’s thought processes, personality and memory resulting, for example, from an injury to the brain.

**Psychiatric**  
Affecting a person’s emotions, thought processes and behaviour.
Prevalence of Disability

Just under one in five people (4.2 million people or 18.5% of Australians) reported having a disability in 2012. Between 2003 and 2012 the prevalence of disability in Australia fell by 1.5%.

In Western Australia there were 16% of people living with a disability.

For those people with disability, 3.7 million (88%) had a specific limitation or restriction that meant they were limited in the core activities of self-care, mobility or communication, or restricted in schooling or employment.


It is estimated that 3.5% of the total Wheatbelt population have “severe or profound activity limitation”.


In 2013, 81 students (of a population of 4429 students) enrolled at the Institute disclosed a disability.

Legislative Context

The Western Australian Disability Services Act 1993, (amended 2004) requires public authorities (State Government agencies and Local Governments) to develop and implement a Disability Access and Inclusion Plan (DAIP) that will further both the principles and the objectives of the Act. This essentially means planning to ensure that people with disabilities can access services provided by public authorities in Western Australia.

It is a requirement of the Disability Services Act 1993 that public authorities must take all practical measures to ensure that the DAIP is implemented by its officers, employees, agents and contractors.

The Act states that a person with a disability has the right to be respected for their human worth and dignity and has the same human rights as other community members, regardless of the degree and nature of their disability.

Access and Inclusion Policy Statement

C.Y. O’Connor Institute is committed to providing an inclusive environment for people with disability through ongoing improvement to its information, services and facilities. This includes ensuring that accessibility is not resulting in people being separated from the rest of the class or being physically excluded.

C.Y. O’Connor Institute has established the DAIP Steering Committee, which has the responsibility of overseeing the development, implementation, review and evaluation of the DAIP. The Committee, which meets quarterly (or as the need arises) has representation from all campuses and all levels of Institute management.

C.Y. O’Connor Institute’s DAIP is available on the Institute’s website www.cyoc.wa.edu.au for information and feedback purposes. A feedback form is also available on the website, to encourage people to comment on the DAIP, and also raise any concerns they may have.

The DAIP is also available in alternative formats such as hard copy (both large and standard print), audio, CD and email, on request.

Students who have disclosed a disability at the time of enrolment will be encouraged to provide feedback to the Institute’s Access and Equity Officer, should they have any concerns.

The Access and Equity Officer is also responsible for maintaining strong links with key agencies and community organisations assisting people with disability.

Enhancing the workforce participation rate for access and equity groups by adopting innovative and supportive training delivery strategies was an important strategic objective for the Institute in 2013. During the year the Institute launched the Access and Equity Investment Plan 2013-2015 in response to an identified need to assist learners who experience disadvantage achieve improved outcomes in vocational education and training. The Plan was aligned with a number of state and national policy directions, including the National VET Equity Advisory Council (NVEAC) Equity Blueprint; Training WA: Planning for the Future; the National Workforce Development Strategy; and the approach by COAG to reform and targets.

This reinforces the commitment by the Governing Council to an inclusive and equitable education and training environment which reflects fair opportunities for all.
C.Y. O’Connor Institute is committed to achieving the seven desired outcomes of the Disability Access and Inclusion Plan. These are:

**Outcome 1:**
People with disability have the same opportunities as other people to access the services of, and any events organised by, C.Y. O’Connor Institute.

**Outcome 2:**
People with disability have the same opportunities as other people to access the buildings and other facilities of C.Y. O’Connor Institute.

**Outcome 3:**
People with disability can access information from C.Y. O’Connor Institute as readily as other people are able to access it.

**Outcome 4:**
People with disability receive the same level and quality of service from staff at C.Y. O’Connor Institute as other people receive.

**Outcome 5:**
People with disability have the same opportunities as other people to make complaints to C.Y. O’Connor Institute.

**Outcome 6:**
People with disability have the same opportunities as other people to participate in any public consultation carried out by C.Y. O’Connor Institute.

**Outcome 7:**
People with disability have the same opportunities as other people regarding employment practices (recruitment and retention) by C.Y. O’Connor Institute.

As part of this process, the Institute will:

- Consult with community members, people with disability, their families and carers, and disability organisations, to ensure that barriers to access and inclusion are addressed.

- Ensure that the Institute’s agents and contractors work towards the desired access and inclusion outcomes in the Institute’s DAIP.

- Work in partnership with community groups and other public authorities to facilitate the inclusion of people with disability through improved access to Institute information, services and facilities.
Evaluation, Monitoring and Review Process

C.Y. O’Connor Institute’s DAIP will be reviewed every five years, in accordance with the requirements of the Disability Services Commission. The Institute will:

- Advertise in the *West Australian* newspaper and the Institute website, calling for public comment
- Organise a community consultation meeting, to include Institute staff, key agencies, students with disability and their carers

For the 2014 review, the following strategies were used:

- The DRAFT DAIP 2015-2019 was placed on the Institute’s website
- Advertised in the *West Australian* newspaper and the Institute website, calling for public comment on the DRAFT DAIP
- All Institute staff were invited to comment on the DRAFT DAIP, and to attend the community consultation meeting
- An electronic invitation was sent to key agencies and currently enrolled students with disability, inviting them to participate in the community consultation meeting on Monday 15 September 2014. The invitation included an electronic copy of the DRAFT DAIP, and invitees were encouraged to provide feedback if they were unable to attend the meeting
- Provided hard copies of the DRAFT DAIP and invitation to on-campus students with disability and their carers
- The community consultation meeting was held on Monday 15 September 2014, which included Institute staff, key agency representatives, disability support workers and the Institute DAIP committee members
- Once revised, the DRAFT DAIP was sent to the Disability Services Commission for comment
- The new DRAFT DAIP was presented to the Institute’s Executive Management Team (EMT) for endorsement

Once finalised and endorsed by the Institute’s Governing Council, the new DAIP will be lodged with the Disability Services Commission. Once endorsed by the Disability Services Commission, the Institute’s new DAIP will be promoted by them on their corporate website.

The new DAIP will be placed on the Institute’s website and an advertisement will be placed in the *West Australian* newspaper informing the general public of the Institute’s new DAIP and its availability on the Institute’s website.
The DAIP Implementation Plan will be updated annually to reflect progress and address remaining and emerging access and inclusion issues.

Progress on the tasks identified in the DAIP Implementation Plan will be reported on to the Institute’s Governing Council five times per year.

The Institute is also required to report on the implementation of its DAIP to the Disability Services Commission each year, using the prescribed progress report template, which requires reporting on the following areas:

- Its progress towards the desired outcomes of its DAIP
- Progress of agents and contractors towards meeting the desired outcomes; and
- Strategies used to inform agents and contractors of the DAIP

Reporting on the DAIP is also included in the Institute’s Annual Report.
Access and Inclusion Strategies

**Outcome 1:**
People with disability have the same opportunities as other people to access the services of, and any events organised by, C.Y. O’Connor Institute.

<table>
<thead>
<tr>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure that people with disability are provided with the opportunity to comment on access to services.</td>
</tr>
<tr>
<td>2. Ensure events and social activities, on and off campus, are accessible to people with disability, and cater for specific client needs.</td>
</tr>
<tr>
<td>3. Develop and maintain partnerships with key agencies to enhance access to the services of C.Y. O’Connor Institute.</td>
</tr>
<tr>
<td>4. Ensure C.Y. O’Connor Institute staff, their agents and contractors are aware of the relevant requirements of the Disability Services Act.</td>
</tr>
<tr>
<td>5. Monitor C.Y. O’Connor Institute’s Disability Access and Inclusion Plan (DAIP) to ensure it supports equitable access to services across all areas.</td>
</tr>
<tr>
<td>6. Staff are provided with access to information on universal design, reasonable adjustment and student support services.</td>
</tr>
<tr>
<td>7. Incorporate, as appropriate, the objectives of the DAIP into all C.Y. O’Connor Institute plans, budgeting processes, and other relevant documentation.</td>
</tr>
</tbody>
</table>

**Outcome 2:**
People with disability have the same opportunities as other people to access the buildings and other facilities of C.Y. O’Connor Institute.

<table>
<thead>
<tr>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure that buildings and facilities are physically accessible to people with disability.</td>
</tr>
<tr>
<td>2. Ensure that future premises leased or built by C.Y. O’Connor Institute are accessible to people with disability.</td>
</tr>
<tr>
<td>3. Ensure that ACROD parking meets the needs of people with disability in terms of quantity and location.</td>
</tr>
</tbody>
</table>
### Outcome 3:
People with disability can access information from C.Y. O’Connor Institute as readily as other people are able to access it.

**STRATEGY**

1. Inform and educate staff on accessible information needs and how to obtain information in other formats.
2. Ensure that C.Y. O’Connor Institute’s website meets *Web Content Accessibility Guidelines (WCAG 2.0)*.
3. Ensure publications regarding services, facilities and customer feedback are available in an appropriate format including using clear and concise language.
4. Ensure that teaching and learning resources are accessible to people with disability.

### Outcome 4:
People with disability receive the same level and quality of service from staff at C.Y. O’Connor Institute as other people receive.

**STRATEGY**

1. Improve staff knowledge of disability and access issues, and improve their skills to provide best possible service to people with disability.
2. Identify and utilise existing staff skills and competencies to enhance service to people with disability.
3. Review appropriate and relevant resources and information, and facilitate the introduction of new technologies and resources.
4. Review accessible teaching, support and assessment strategies in the classroom and beyond.

### Outcome 5:
People with disability have the same opportunities as other people to make complaints to C.Y. O’Connor Institute.

**STRATEGY**

1. Ensure that grievance mechanisms and customer feedback forms are readily accessible for people with disability.
2. Ensure staff have sound knowledge about handling complaints received from people with a disability.
Outcome 6:
People with disability have the same opportunities as other people to participate in any public consultation carried out by C.Y. O’Connor Institute.

<table>
<thead>
<tr>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure access for people with disability to the established consultative processes of C.Y. O’Connor Institute.</td>
</tr>
<tr>
<td>2. Seek a broad range of views from the community on disability and access issues.</td>
</tr>
</tbody>
</table>

Outcome 7:
People with disability have the same opportunities as other people regarding employment practices (recruitment and retention) by C.Y. O’Connor Institute.

<table>
<thead>
<tr>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure staff recruitment activities are inclusive and accessible to people with disability.</td>
</tr>
<tr>
<td>2. Ensure that staff with disability are provided with appropriate support to carry out their employment responsibilities as specified in the position description.</td>
</tr>
</tbody>
</table>

A detailed Implementation Plan has been developed to guide the implementation of these strategies. This Implementation Plan will be reviewed on an annual basis to measure the effectiveness of both the strategies and the associated actions developed to operationalise the DAIP.
Progress since 2010

Achievements since the implementation of Disability Access and Inclusion Plan 2010 - 2014

C.Y. O’Connor Institute has achieved the following progress since lodgement of the Plan in 2010:

**Outcome 1: Access to Services and Events**

C.Y. O’Connor Institute continues to review, modify and adapt existing services, equipment and facilities to appropriately respond to, and improve, access for people with disabilities. In particular, C.Y. O’Connor Institute has:

- Continued use of an event access checklist to provide equal access and inclusion principles to services and events.
- Use of accessible venues for key events, such as student graduation and Institute Professional Development days.
- Invitations to events advise invitees of accessibility of venue, as well as asking if they have any additional dietary or other needs, i.e. audio loop.
- Professional development for In Class Assistants and other interested staff on disability and mental illness awareness (Sam Connor 2012)
- Continued research and procurement of necessary assistive technology and equipment to meet student needs
- Delivery of discrete courses to intellectually disabled students including Certificate I in Gaining Access to Training and Employment, Certificate I in Leadership Development and Certificate II in Leadership Development
- Continued use of In Class Assistants to assist students with disabilities in mainstream classes
Outcome 2: Access to Building and Facilities
C.Y. O’Connor Institute continues to review the issues regarding access and egress for people with disabilities, identified through consultation and access audits. It has endeavoured to incorporate them, as appropriate, into submissions for ongoing capital works improvement programs.

In addition, the Institute maintained ongoing communication with students regarding physical access to buildings along with access to teaching, learning and assessment strategies to cater for the different learning needs of students with disabilities.

Specifically, C.Y. O’Connor Institute has:

- Conducted Access audits on a regular basis to ensure buildings and facilities are accessible
- The Institute made provision for a scholarship for a staff member to travel to Melbourne to undertake a Certificate IV of Access Auditing in order to carry out universal access audits across all campuses
- A new ramp and stairs put in from A Block to the A Block garden
- New ramp and platform into A Block (front entrance)
- Continued to research, review and implement new teaching, learning and assessment strategies

Outcome 3: Access to Information
The Institute provided information to customers in clear, concise language, which was made available, upon request, in alternative formats.

C.Y. O’Connor Institute continued to educate and inform staff and raise public awareness as to the type and availability of alternative assessment arrangements for students with disabilities.

Specifically, C.Y. O’Connor Institute has:

- Continued to review and develop “easy English” materials, including a guide to making a complaint/providing feedback.
- Continued to ensure support staff was available to assist students with additional needs.
- Continued to review and research appropriate and necessary equipment and resources to promote accessibility and participation
- Ensured that learning resources were appropriate and accessible in a variety of formats to students with disability.
- Ensured the Institute’s website complies with best practice accessibility guidelines.
Outcome 4: Same Level of Service from Staff
C.Y. O’Connor Institute acknowledges that staff awareness education and training are ongoing activities. Specifically, C.Y. O’Connor Institute has:

- Provided for continuous review of accessible and inclusive teaching, learning and assessment strategies in all industry areas.
- Continued to provide reasonable adjustment to ensure that students with disability have similar access to learning as other students.
- Provided Professional Development and training in disability and mental health awareness for In-Class Assistants
- Provided links to online cultural and diversity awareness training to all Institute staff.

Outcome 5: Making Complaints
C.Y. O’Connor Institute has a Customer Complaints process in place. Customers are invited to make comments in writing or by accessing the Customer Complaint form. In addition, C.Y. O’Connor Institute provides a dedicated Complaints Officer who will receive a verbal or written complaint. All complaints are treated confidentially and equitably. Specifically, C.Y. O’Connor Institute has:

- Developed an easy English guide to making a complaint/providing feedback.
- Addressed all complaints and issues raised by students and parents.
- Continued to develop and disseminate easy English material.

Outcome 6: Participating in Public Consultation
C.Y. O’Connor Institute recognises the valuable contribution that people with disabilities, their carers, families and advocates, make to the development of Institute practices and policies. The Institute continued to provide information in clear, concise language to enable participation by all in decision-making, public consultations and grievances. Specifically, C.Y. O’Connor Institute has:

- Continued to hold DAIP Steering Committee meetings to develop, implement, monitor and review the DAIP.
- Continued to develop linkages and create pathways into the community in order to seek a broad range of views and invite consultation.

Outcome 7: Employment opportunities
The Disability Service Regulations have been amended to include the addition of Outcome 7 to public authority’s Disability Access and Inclusion Plans. This amendment needs to be in place by 1 July 2015. Outcome 7 has been incorporated into C.Y.O’Connor Institute’s amended DAIP.