Student Support and Reasonable Adjustment Policy

Purpose

To ensure all students, regardless of their background, disability, cultural identity, age, gender, sexual orientation, or learning need, have fair, equitable, and timely access to training and assessment at Insight Training. This includes targeted support and reasonable adjustment for those requiring additional assistance, so that every student can fully participate, complete their qualification, and achieve formal recognition of their skills. The policy upholds the principles of equity and inclusion by eliminating barriers—whether physical, cultural, linguistic, socioeconomic, or attitudinal—and by fostering a learning environment that is welcoming, accessible, and responsive to the diverse needs of all learners.

Scope

Applies to all students enrolled in Insight Training programs, including students with disability, learning needs, language and literacy challenges, or other circumstances affecting participation or achievement.

Guiding Principles

- **Equity and Inclusion:** Support provided is tailored to individual needs, fostering participation for all students.
- **Compliance:** Processes comply with SRTO2025 (Clauses 2.1, 2.2, 2.3, 2.4, 4.3,), WA VET legislation, and ASQA best practice.
- **Transparency:** Decisions and adjustments are documented, communicated, and reviewed with evidence alignment to standards.
- **Quality Assurance and Governance:** All procedures are subject to routine audit, version control, and continuous improvement cycles.

Policy

Insight Training is committed to providing every student, regardless of background, language, disability, or learning need, with equitable and timely access to training, assessment, and support. All support actions and reasonable adjustments are outcome-focused, tailored to individual needs, and preserve the integrity of the qualification.

Support and adjustment are available at all stages of the student life cycle. This starts with clear and accurate information about training, support services, and requirements, provided before enrolment. Every applicant completes a pre-enrolment assessment—including language, literacy, numeracy, and digital skills screening—to identify and document any potential needs or barriers.

Disclosure of disabilities, illnesses, or other relevant circumstances is encouraged throughout the process, and staff respond promptly to any student indicating support needs. Trainers, support officers, and coordinators collaborate with students to design and implement interventions, from minor adjustments to formal Individual Education Plans (IEPs), ensuring industry-aligned and competency-based outcomes.

All support actions, adjustments, and IEPs are transparently documented and reviewed at least quarterly, or more frequently if required. Where significant adjustments affect delivery or assessment

design, these are approved through an explicit governance process to ensure compliance with SRTO2025, WA legislative requirements, and AQF credentialing integrity.

The policy and its procedures are subject to annual compliance review, version control, and continuous improvement. Audit triggers include regulatory changes, complaints, and internal or external quality assurance findings.

Implementing and Monitoring Support

All support strategies and reasonable adjustments for students are identified, documented, and monitored using the Individualised Education Plan, maintained in the student's VETtrak enrolment file. Mandatory pre-enrolment LLN, digital and skills assessment will be completed for every student, and support plans are reviewed at least quarterly by the assigned Trainer & Assessor, in collaboration with the relevant Support Officer and managers. Any significant adjustments that could impact assessment, delivery or qualification outcomes are escalated to, and ratified by, the Campus Manager and Compliance Officer, ensuring decisions are mapped to SRTO2025 and do not compromise AQF credentialing. All interventions and reviews are evidence-based and auditable.

Possible Support Strategies

Individual Need	Support Service
Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided	• All applicants complete a mandatory pre-enrolment assessment to identify needs around LLN, digital skills, prior learning, disability, and wellbeing. • Students with barriers to understanding enrolment information are offered face-to-face or one-on-one consultations to clarify course details, rights, fees, obligations, and support services
Minor LLN**D** deficiency that would inhibit the participation	• Minor LLND issues: Students receive scheduled individual support during normal training hours and reasonable adjustments in assessment (e.g., tailored explanations, extra time). • Significant LLND challenges: Students are referred to external accredited LLND bridging programs, receive ongoing monitoring, and are supported through transitions back to training. • Coordination for all LLND interventions occurs through the Campus Manager to ensure sufficient staffing allocation.

Individual Need	Support Service
Recognised difficulties in studying and learning	Where appropriate to the program students identified with recognise difficulties in studying and learning are to be scheduled with additional one-on-one support sessions at regular intervals throughout the course program. These support sessions are to be used to review the learning content with the student and to engage the student in discussion about the subject matter. These sessions should be structured in accordance with the planned learning applicable to the course program. The study sessions should direct student back to the course reference material in order to encourage their individual self-paced effort. This support must be coordinated through the Campus Manager to ensure suitable allocation of trainers is available.
Work hours are restrictive which would prevent the student attending training during Monday to Friday.	Course can be offered as an evening or virtual course to accommodate the availability of the student. Where required, students can also be supported to adopt a self-paced study method we scheduled support sessions to assist the student to progress in the course program whilst taking into account their restricted availability. These accommodations may be restricted by state funding requirements and will be assessed in line with requirements to ensure students meet their obligations. This support must be coordinated through the Campus Manager to ensure suitable allocation of trainers is available.
Financial difficulties that prevent the full payment of fees in advance.	Offer fees on payment plan with a small initial payment to be made in advance then small fortnightly payments as a direct debit.
Student suffers from a nervous/anxiety disorder.	We can accommodate by giving individual attention away from others involved in the training program. Training and assessment deliberately offered in a safe environment without time pressures. This support must be coordinated through the Campus Manager to ensure suitable allocation of trainers is available.

Individual Need	Support Service
Inadequate clothing to participate in training	Student may be able to access suitable clothing and footwear at low cost via: St Vincent de Paul Society. Referral to one of our Industry Partners who assists students in preparing for training (eg – Employment Service Provider)
Student required counselling support and advice about their personal situation	Insight Training offers all students free access to the Student Assistance Program (SAP). The SAP is a dedicated and free confidential counselling initiative comprising the following services to students: • Unlimited phone counselling sessions available 24 hours a day, 365 days a week • 3 x complimentary face-to-face, 1 hour counselling sessions that can be conducted by Skype or in person depending on the location of the student. Alternatively, students may can be provided details of other available supportservices through their Trainer & Assessor or Campus/Student Support Officer
Students with a disability or medical condition	All possible allowances may be provided to persons with disabilities. Assessors are to use their judgement in assessing the student's ability to perform tasks in a safe manner. This support must be coordinated through the Campus Manager to ensure suitable allocation of trainers is available.
Students with visual impairment	Students with visual impairment can be supported by supplying internal learning resources with a larger printed font. Students can also be supplied with audio recordings of learning sessions where appropriate. Learner Guides are also available in downloadable audiobooks for those students requiring assistance. This support must be coordinated through the Campus Manager and Trainer& Assessor to ensure suitable allocation of resources are available.

Support Strategies

- **Pre-Enrolment Support:** Every applicant completes a documented assessment of language, literacy, numeracy (LLN), digital capability, and support needs prior to enrolment. Those needing help understanding rights, obligations, fees, and services are offered tailored one-on-one information sessions, preferably face-to-face, with all discussions and agreed strategies recorded on an IEP in VETtrak.

- **Minor LLND Deficiencies:** Students identified at pre-enrolment or during training with minor LLND gaps receive additional scheduled support (individual or small group), reasonable adjustment in assessments, and guided learning interventions. Staffing and session allocation is coordinated by the Campus Manager, and all interventions are logged on an IEP.

- **Significant LLND Deficiencies:** Students whose LLND levels may prevent successful participation and completion are referred to accredited, external bridging programs, in LLN. Their progress is monitored and transition supported, ensuring costs and session structure are transparent and documented.

- **Academic and Study Needs:** Those identified with learning or study challenges receive scheduled, structured one-on-one support throughout the course. Sessions review content, guide self-paced effort, and reinforce engagement with course materials documented on an IEP. All support is coordinated and resourced by the Campus Manager.

- **Flexible Delivery:** Where work or personal commitments restrict attendance, students may access weekend or split sessions, part-day training, or self-paced options with scheduled support. Coordination is managed by the Campus Manager to maintain training integrity and outcomes.

- **Financial Barriers:** Payment plans are available to remove financial barriers. Support strategies are discussed with the student, agreed, and formally documented.

- **Health and Wellbeing:** Students with wellbeing concerns or anxiety may receive individual attention, alternative modes, and reasonable timelines within assessment. Access to the Student Assistance Program (SAP) is offered, delivering free, confidential, professional counselling as needed.

- **Practical and Welfare Needs:** Practical needs such as clothing or equipment are addressed via referrals to external welfare organisations.

- **Disability and Medical Adjustment:** All students with a disability or medical condition are offered reasonable adjustment, as determined through formal assessment and risk review. Visual impairment support includes resources in large font or audio format. Trainer & Assessor discretion is applied with safety and competency in mind. Coordination and approval is overseen by the State Manager or Training Manager.

- **Continuous Monitoring and Review:** All student support and adjustment strategies are reviewed at a minimum quarterly interval and updated as needs change. Monitoring is completed by the Trainer & Assessor and Student Support Officer, with more significant changes escalated to the Campus Manager and Compliance Officer for approval. All records are maintained in VETtrak for ongoing compliance and auditing.

- **Case-by-Case Flexibility:** Support is flexible and tailored, with other individual needs considered via consultation with both the Campus Manager and Trainer & Assessor. Decision-making references current legislation, SRTO2025 best practice, and evidence-based checks

Responsibility

- Chief Executive Officer (CEO)
- Campus Manager
- Compliance Officer
- Training & Assessor
- Campus Support Officer

Legislation / Contracts

- SRTO 2025 –Outcome Standards 2.1-2.4
- Vocational Education and Training Act 1996
- Disability Standards for Education 2005

Related Policies and Procedures

- Student Enrolment Policy and Procedure
- Wellbeing Policy
- Individualised Education Plan (EIP)
- Student Progression Policy