



Australian Leading Institute of Technology

RTO Code: 45156

CRICOS Code: 03981M

No.3.1.4: Special Needs Assessment Guidelines and Reports Policy and Procedure

Policy Context

This policy relates to:	
Registration Manager	Australian Skills Quality Authority (ASQA)
Conditions of Registration	VET Quality Framework (VQF)
Codes and Standards	ESOS National Code 2018 – Standard: 6.4; 6.6; Standards for RTOs 2015 – Standard: 1.3(b); 1.7; 5.1;
Legislation or other requirements	National Vocational Education and Training Regulator Act 2012

Purpose

Characteristics and circumstances such as having a disability, carer responsibilities, cultural or religious obligations, of Indigenous origin, or having English as a second language may result in a student requiring reasonable adjustments for some or all of their assessments.

Reasonable adjustment describes the actions or changes to be implemented in order to ensure that a student will be able to participate in the learning on the same basis as other students.

Objective

The ALIT will ensure that its services provide access to and equity for all students and potential students and that the ALIT's policies and procedures are fair and do not discriminate against any person as required by legislation.

Where the ALIT cannot meet individual student's needs and believes it cannot offer students the best service possible, it will refer them to another training provider.

Scope

This policy will apply to all current, prospective and previous students, staff and other ALIT stakeholders.

Procedures

Course and Training Delivery Modification Guidelines

Delivery strategies that can be employed by the trainers to accommodate students with reading difficulties could include:

- Minimising amount of reading requirements undertaken during the course.
- Explain content and information verbally and visually.
- Read aloud from overheads.
- Extensive use of demonstration and simulation.
- Explaining written concepts verbally.
- Using oral questioning technique to highlight critical information requirements.
- Use of group activities where other students are responsible for the reading requirements of the task.
- Using visuals to support written text.
- Enlarging text.

Delivery strategies that can be employed by the trainers to accommodate students with writing difficulties could include:

- Utilise group exercises so that the responsibility for writing rests with more than one person
- Provide examples of completed written tasks.
- Ensure that documents and forms are written and formatted in plain English
- Highlight critical key words and / or phrases
- Use of glossaries for technical terms

Delivery strategies that can be employed by the trainers to accommodate students with hearing difficulties could include:

- Ensuring audio-visual materials are accompanied by transcripts or subtitles
- Encourage students with hearing impairment to seat themselves toward the front of the class where they will have an unobstructed line of vision
- Ensure that any background noise is minimised or turned off if possible and the classroom is well lit.
- Repeat clearly any questions asked by students in the class before offering a response.
- Trainers ensure that they do not speak when facing the whiteboard.
- Ensure all information to students is available in handouts and hardcopy.

Delivery strategies that can be employed by ALIT trainers to accommodate students with numeracy difficulties could include:

- Supporting students to identify in words what the numeracy problem is and how they might solve it, in step by step way manner.
- Demonstrating to students how to undertake calculations in step by step manner.
- Support students to work out the Calculations/Measurements are required.
- Encourage the use of calculators and demonstrating how to use them.

Modifications for assessment purposes could include:

- Assessment questioning or projects submitted orally rather than in written form. This could be undertaken on a one on one basis or by tape recording or other audio device.
- Assessment undertaken by observation and oral questioning of underpinning knowledge and theory
- Assessment questions read to student s and the student answers the question orally
- Group work or activities, where other students can act as scribe
- Use of a personal support person who can read and scribe for student
- Use of interpreters where necessary

Version Control:

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