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|  | Questions are followed by answer fields. Use the ‘Tab’ key to navigate through. Replace Y/N or Yes/No fields with your answer. |
| The school’s special education teacher or contact person and school based VETDSS coordinator complete this form using information in support plans, for example an education adjustment plan, health care plan or behaviour plan.Consult with both the VETDSS lecturer or trainer and the parents. |
| Student Information |
| Student name |  | School |  |
| Date of birth |  | Date of plan |  |
| Health and medical Information - functional impact of condition or diagnosis |
|  |
| The student has identified in the Expression of interest application a disability, disorder or additional needs that will require reasonable adjustments to be put in place to access and complete tasks required in the course. As per Standard One, Clause 1.7 and Clause 1.8 of the Standards for Registered Training Organisations (RTO) 2015, the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, education providers must identify reasonable adjustments to allow students with disability to participate on the same basis as students without disability. At a minimum, support should include identifying any requirements needed to complete the course, and to develop strategies and provide support where gaps are identified.This plan will outline reasonable adjustments that are implemented in the student’s current teaching and learning environment that may assist the VET lecturer or trainer in providing reasonable adjustments to the program and assessment tasks. |
| Students’ strengths, abilities and skillsInclude interests, academic and social skills, and any other relevant abilities that will help the student in accessing the program. |
|  |
| Students’ main difficulty, early warning signs and triggersInclude information that will assist VET lecturer or trainer to identify difficulty and allow time to implement an alternate strategy to optimise completion of course, for example poor attendance, does not ask for help, easily distracted, complex instructions. |
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| Reasonable adjustments for programming and assessment recommended by schoolRefer to any current adjustments used in classrooms and learning environments that the student is using successfully. |
| Recommendations for learning environment, for example sit at front of room, limit environmental distractions. |
|  |
| Recommendations for assessment, for example oral presentation of knowledge, read questions, scribe, quiet space, 1-1 support. |
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| Recommendations for program delivery, for example larger print, key competencies clearly stated at the beginning of each lesson, demonstration, simple clear instructions given one step at a time, supplement instructions with pictures. |
|  |
| Agreed actions |
| All stakeholders to have regular contact via phone or email about student’s progress in course, including assessment and attendance.  | Weekly / Fortnightly |
| Actions implemented by school staff, for example provision of transport to and from training venue, provision of a support person, production of visual support resources. |
|  |
| Actions implemented by VET lecturer or trainer – the reasonable adjustments as detailed above |
|  |
| Actions implemented by parent, for example to provide appropriate clothing, transport and lunch |
|  |
| To demonstrate collaboration in the planning for successful access and participation in the course, the key stakeholders agree to the adjustments and actions for implementation of this TAP: |
| Stakeholder contact details and signatures: |
| Name | **Role** | Contact | **Signature** |
|  | Student | PhoneEmail |  |  |
|  | Parent | PhoneEmail |  |  |
|  | VET lecturer or trainer | PhoneEmail |  |  |
|  | School-based VET coordinator | PhoneEmail |  |  |
|  | School special education teacher or the school inclusive practice representative | PhoneEmail |  |  |
| Copies to be provided to:* student
* school - for filing on the student file
* school-based VET coordinator
* VET lecturer or trainer
* parent.
 |
| End of form |