CREATE (Geelong) Incorporated's Disability Action Plan

AIMS

CREATE is a not for profit community organisation committed to focusing upon the strengths found within individuals and the community. CREATE promotes the concept of everyone having the right to self-determination and personal growth. CREATE will individually support participants within our program areas utilising the best practices of client focused case management and holistic support. We will utilise all of our extensive referral networks in Geelong to achieve individualised, meaningful, sustainable and personal goals whilst at all times respecting the individual's right to privacy and confidentiality.

CREATE will remain committed to the delivery of a diverse range of personal and vocational education programs ensuring that learning at CREATE enhances all other learning environments. To this end, learning at CREATE will always be focused and committed to learning for life, living and vocation for everyone irrespective of cultural or institutional background and situational circumstance.

The concept of "Grow and Learn" is one that will remain embedded within all of our program areas and will underpin all of our activities for individuals accessing our services and the communities to which we serve.

POLICIES AND PROGRAMS

Whilst CREATE (Geelong) Inc shall show and demonstrate all duty of care, all employees, course participants and all others that access services have a duty of care with respect to their own health and safety with consideration to the possibility and that of others that may be affected by their own actions on the part of non-compliance to CREATE (Geelong) Inc Policy and Procedures.

Along with safe and proper practices and procedures, CREATE will continue to comply with relevant state and federal requirements with respect to policy maintenance to achieve the objects of the Disability Discrimination Act s.61(a) and the Disability Discrimination Act Education Standards, as well as providing services that are compliant with Victorian Disability Service Standards.

OUTCOMES AND PERFORMANCE INDICATORS

It is envisaged that this plan will be implemented and accessed from early 2007 with an ultimate aim of seamless integration within CREATE's Policies and Procedures.

MONITORING AND REPORT REQUIRMENTS

CREATE's Management Team is structured to ensure monitoring and reporting within these areas: Enrolment, participation, curriculum development, accreditation and delivery, student support services, student satisfaction and elimination of harassment and victimisation. The following Management roles have been designated.

Compliance & Training	Youth and Support Services
Adult Community Education	Disability Support Services
Finance	Community Services
Business Development	

COMMUNICATION STRATEGY

After consultation with external organisations and our own internal networks, CREATE will pursue funding to assist in the development of an inclusive communication strategy incorporating plain language within all documents accessible to learners. This strategy will be included with CREATE's Policy & Procedures manual accessible on our website for staff and Board of Management.

Enrolment

Aims:
- Information about enrolment processes addresses the needs of students with disabilities and is provided in a range of formats.
- Enrolment procedures can be completed without undue difficulty.

Outcome 1: Prospective students with disabilities are able to enrol in a course or program and to make informed learning choices on the same basis as prospective students without disabilities and are provided with the necessary reasonable adjustments to do so.

Barriers	Strategies to overcome or remove the barriers	Timeframe	Performance Indicators	Resources needed	Responsible Person/s
Enrolment information not in a variety of accessible formats	Consult with CREATE's Disability Services department staff / Pathways Rehabilitation Services / Commonwealth Rehab / SCOPE / Department of Human Services and any other specific health professionals. Ensure enrolment and course information is accessible, inclusive and enables informed choice. A staff member from CREATE's Disability Services department can be made available to assist learners having a disability if requested.	Trial new formats by mid 2007.	Provide to clients of the organisation within Disability Services department and also to those clients currently referred by Industry.	Networking exists with agencies which have the appropriate resources and offer the necessary services.	Management Team

Participation

Aims:
- Course activities are sufficiently flexible for all students to participate;
- Learning activities are negotiated, agreed on and implemented;
- Reasonable alternative learning activities are offered where necessary;

Outcome 2: Our students with disabilities are able to participate in the learning experiences, including the assessment and certification requirements of a course or program and any relevant supplementary learning activity, on the same basis as a student without a disability, and without experiencing discrimination.

Barriers	Strategies to overcome or remove the barriers	Timeframe	Performance Indicators	Resources needed	Responsible Person/s
Amenities	**Stage 1** Consult with Chief Executive Officer and Management Team to define requirements for disability access to toilet and bathroom areas. **Stage 2** Plan of Action to address barrier City of Greater Geelong have conducted an audit regarding barriers to accessibility.	**Stage 1** 9th May 2006 Management Annual Planning Day. **Stage 2** 30 June 2007	Management Planning Day minutes documents discussions regarding Stage 1 and action plan for stage 2.	Grants Council approval and possible assistance.	CEO and Management Team. Disability Services Manager to follow up on COGG audit.
Selection process and entry skills assessment for individual programs not specific enough to make an informed decision.	Review selection criteria and entry skills assessment for all programs offered.	Trialled in early 2007	Up to date student manual, managers and individual facilitators of programs consulted for input and feasibility. Trial of new entry skills assessment tools and selection criteria by mid 2007.	Funds to establish effective research into this barrier.	Compliance & Training Manager and Adult Community and Education Manager.

Curriculum Development, Accreditation and Delivery

Aims:
- Curriculum, teaching materials and the assessment and certification requirements are appropriate and accessible.
- Course delivery modes and learning activities take account of the learning capacities and needs of the student and meet intended educational outcomes.
- Study materials are made available in a format that is appropriate for the student and conversion of learning materials into alternative accessible formats is done in a timely manner.

Outcome 3: Our students with disabilities are able to participate in the learning experiences, including the assessment and certification requirements of a course or program and any relevant supplementary learning activity, on the same basis as a student without a disability, and without experiencing discrimination.

Barriers	Strategies to overcome or remove the barriers	Timeframe	Performance Indicators	Resources needed	Responsible Person/s
Curriculum material only provided in written format	Consult with CREATE's Disability Services department staff / Pathways Rehabilitation Services / Commonwealth Rehab / SCOPE / Department of Human Services and any other specific health professionals. Ensure curriculum material, study material and teaching materials are made available in requested alternative format. Braille or audio alternative formats provided on request.	**Stage 1** 9th May 2006 Management Annual Planning Day. **Stage 2** 30 June 2007	Management Planning Day minutes documents discussions regarding Stage 1 and action plan for stage 2.	CREATE's Disability Services department has a fee-for-service agreement in place with external organisations to provide the necessary resources. This agreement may also be utilised for educational purposes.	CEO and Management Team.
Specific resources to assist in learning for the individual	Create a database with a listing of resources and where and how to access.	30 June 2007	Have Disability Services department collate with assistance from Compliance & Training Manager	Utilisation of current Trainee Administration staff	Disability Support Services Manager and Compliance & Training Manager

Student Support Services

Aims:
- Staff are aware of the specialised support services available for the student and are provided with information that enables them to assist the student to access required support.
- Access to specialised services for the student, where necessary, is facilitated, including through collaborative arrangements with specialised service providers in health, personal care and therapy, speech therapy, occupational therapy and physiotherapy.

Outcome 4: Our students with disabilities are able to access support services used by students in general, on the same basis as a student without a disability, and to access specialized support services where necessary.

Barriers	Strategies to overcome or remove the barriers	Timeframe	Performance Indicators	Resources needed	Responsible Person/s
Student accessibility to support services.	Over the last five years CREATE has had a successfully operated a Student Support Service within its programs. This individual case management model is inclusive of all participants within all educational programs and services offered by this organisation. Students are informed prior to enrolment of this service and how to access it. The Disability Services Manager is available for consultation regarding issues specific to particular disabilities.	Support services are already in place.	Need for support staff to be reviewed on an annual basis across all educational programs.	Funding for support staff to be utilised across all educational programs.	Youth and Support Services manager in co-operation with management team.

Harassment and Victimisation

Aims:
- Our policies, procedures and codes of conduct for staff and students explicitly prohibit harassment and victimization on the basis of disability.
- Complaints procedures are fair, transparent and accountable.
- Staff and students are reminded from time to time of their rights and responsibilities under the federal Disability Discrimination Act 1992 (DDA).

Outcome 5: Our students with disabilities learn in an environment that is free from discrimination caused by harassment or victimisation on the basis of their disability.

Barriers	Strategies to overcome or remove the barriers	Timeframe	Performance Indicators	Resources needed	Responsible Person/s
Staff and students are unaware of their obligations under the DDA , the rights and responsibilities of people with a disability and Disability Service Standards.	Ensure staff and students are aware of their obligations under the DDA , the rights and responsibilities of people with a disability and Disability Service Standards. Revise complaints procedures to accommodate obligations under the DDA and publicise widely within organisation. Consult with Management Team members / training staff / relevant community and industry experts as stated earlier in this document.	June 2007 And Ongoing	Complaints Procedures document modified to include the rights and responsibilities of people with a disability. Widely publicised within organisation to both staff and students. Evaluated and tested by HREOC.	No extra resources required	Compliance & Training Manager, Adult Community and Education Manager and management team.