

REASONABLE ADJUSTMENT POLICY

Policy Reference	WEG-POL-RAP-001	Version	1.0
Standards	ASQA OS 2.4 Disability Discrimination Act 1992 (Cth) Disability Standards for Education 2005	Effective Date	1 July 2025
Document Owner	Student Services Manager	Review Date	1 July 2026
Approved By	Director of Operations	Status	✓ Active
Applies To	All Students with Disability or Access Needs All Trainers and Assessors Student Support Officer	Document Title	Reasonable Adjustment Policy

Ver	Date	Author	Changes	Approved By
1.0	1 Jul 2025	Student Services Manager	Initial policy — OS 2.4; Disability Discrimination Act 1992; Disability Standards for Education 2005	Director of Operations

1. Purpose and Commitment

Wyatt Education Group is committed to providing reasonable adjustments to training and assessment so that students with disability, chronic illness, or other access needs can participate and demonstrate competency on an equal basis. This policy is grounded in the Disability Discrimination Act 1992 and Outcome Standard 2.4.

Key Principle: Reasonable adjustment changes HOW a student demonstrates competency — it does NOT change WHAT they must demonstrate. The competency standard remains the same for all students. Adjustments must not compromise the validity of the competency outcome.

2. Types of Reasonable Adjustment

Adjustment Type	Examples	When Appropriate
Assessment format	Oral instead of written; digital instead of handwritten; visual supports	Reading/writing difficulties; physical disability affecting writing
Time adjustments	Extended time; extra breaks; flexible submission deadlines	Fatigue; chronic illness; processing differences
Environmental adjustments	Separate assessment room; reduced noise; accessible seating	Anxiety; sensory processing; mobility
Support person	Reader; scribe; interpreter (observer role only)	Vision/hearing impairment; communication needs
Assistive technology	Screen readers; voice-to-text; magnification tools	Vision impairment; learning disability; physical disability
Delivery adjustments	Alternative training mode; individual sessions; flexible attendance	Disability affecting classroom attendance; medical appointments

3. Application Process

Step	Action	Responsible	Timeframe
1	Student discloses access need to Student Support Officer — disclosure is voluntary and confidential	Student / SSO	Any time — ideally at enrolment
2	SSO assesses the need with the student. Appropriate adjustments identified in consultation with the relevant trainer/assessor.	SSO + Trainer	Within 5 business days
3	Reasonable Adjustment Plan documented and agreed. Plan specifies adjustments, duration, and review date.	SSO	Within 5 business days
4	Adjustments implemented for all relevant training and assessment sessions.	Trainers / Assessors	From next session

Step	Action	Responsible	Timeframe
5	Plan reviewed at agreed intervals or when circumstances change.	SSO	Minimum annually

Confidentiality: Disability information is sensitive under the Privacy Act 1988. Shared only with staff directly implementing the adjustment and only with student consent. Students dissatisfied with a decision may access WEG-POL-CAP-001 (Complaints & Appeals) or the Australian Human Rights Commission (1300 369 711).

Acknowledgement of Country

Wyatt Education Group acknowledges the Traditional Owners and Custodians of Country throughout Australia and acknowledges their continuing connection to land, waters and community. We pay our respects to the people, the cultures and the Elders past, present and emerging.