

# TE PAERANGI | Disabilities

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## ServiceIQ Disability Learner Success Plan

### What does success look like for disabled learners?

In this plan the term “disabled learners” is used to reflect that people with impairments are often disabled by their environment, rather than disabled themselves. The term refers to learners who have permanent impairments, those impairments resulting from long or short-term injury or illness, the Deaf community and those with learning, neurological or cognitive difficulties, mental health conditions. These impairments often last up to six months or more.

It is important to remember that disabled learners are diverse like the rest of our community. They include Māori, Pacific learners and those from other cultural groups, women, international students, LGBTQIA communities, migrants, at risk youth and older people. (*Te Pūkenga Strategic Disability Plan*)

- ▶ Disabled learners have a strong representative voice.
- ▶ Disabled learners achieve equitable outcomes.
- ▶ The majority of our staff are reporting an increase in their Disability Confidence.
- ▶ The Principles of Universal Design are being implemented, disabled learners report a more accessible use of assistive technology.
- ▶ Learners with varying impairments receive the right learning support and can access information, communication and digital platforms.
- ▶ An increasing number of disabled learners feel safe to provide personal information about their impairment.
- ▶ Employers who support disabled learners express an increase in their Disability Confidence.
- ▶ Disabled learners identity is reflected within their learning and environment. Learning with ServiceIQ is mana-enhancing for people with impairments and their whānau.
- ▶ A strong disability workforce is available to support disabled learners. Disabled learners and staff thrive, their capability grows and is nurtured.
- ▶ Learning and wellbeing needs are proactively met. SIQ supports the wellbeing of all learners with impairments.

## Framework

Objective	Action	Metrics
<p><b>1. Building Disability Confidence of our staff</b></p>	<p>Develop staff understanding of the educational and other barriers disabled learners face.</p> <p>Training and resources are developed to support staff with inclusive learning support and assessment.</p> <p>Course design, curriculum, delivery and assessment includes the Principles of Universal Design in Education for disabled learners.</p> <p>Staff have the right support to ensure they have the right attitude, behaviours and can provide the right outcome (learning support) for learners with various impairments to achieve.</p>	<ol style="list-style-type: none"> <li>1. Number of training and resources available.</li> <li>2. Number of staff completed Disability Awareness professional development.</li> <li>3. Measure of Disability Confidence (DC) change through training.</li> <li>4. Percentage of staff feeling DC to support disabled learners.</li> <li>5. Number of programmes reviewed against the Principles of Universal Design for course design, curriculum, delivery and assessment.</li> <li>6. Trainee Satisfaction Surveys report improvement in DC of staff re: right support, attitude and outcome.</li> <li>7. Number of solutions identified and addressed.</li> </ol>

Objective	Action	Metrics
<p><b>2. Ensuring disabled learners receive the right learning support</b></p>	<p>Develop processes to obtain more consistent data about the progress of learners with different impairments.</p> <p>Build strong partnerships with agencies in the disability and wider community who can support learners and staff.</p> <p>Develop consistent policies, procedures and guidelines for inclusive learning support and assessment.</p> <p>Design monitoring processes to ensure these systems are making a difference for disabled learners and staff.</p> <p>Partnerships with learners at all levels leads to solutions that see learners, whanau, and community thrive, while enhancing mana and success.</p>	<ol style="list-style-type: none"> <li>1. Number of disabled learners identified at enrolment.</li> <li>2. Percentage of disabled learners accessing support services and resources, compared to enrolment.</li> <li>3. Learner Satisfaction Surveys identify progress with resolving these barriers or requiring further work.</li> <li>4. Percentage retention rates throughout the learner journey for disabled learners.</li> <li>5. Percentage of course success rates for disabled learners.</li> <li>6. Number of solutions identified and addressed.</li> <li>7. Number of agency partners.</li> <li>8. Initiatives developed to identify and support emerging needs of disabled learners.</li> <li>9. Identify where areas of success are and any barriers to success.</li> </ol>
<p><b>3. Creating a safe environment to provide personal information about an impairment</b></p>	<p>Work with Disability support organisations on how to create safe environments for disabled learners to provide impairment-related information.</p> <p>Create consistent set of impairment related training agreement questions.</p> <p>Develop and implement guidelines on how to create safe environments for learners with impairments.</p> <p>Design monitoring processes to ensure these systems are making a difference to disabled learners.</p>	<ol style="list-style-type: none"> <li>1. Number of learners declaring impairment at enrolment.</li> <li>2. Percentage of learners accessing disability support services.</li> <li>3. Increased proportion of disabled learners in work, one year after graduation.</li> </ol>

Objective	Action	Metrics
<p><b>4. Information and communication access that considers disabled learners who require this in alternate formats and use assistive technology</b></p>	<p>As part of the Accessibility Charter Programme: Guidelines are created for to review digital strategies and platforms to ensure this is accessible for all disabled learners.</p> <p>Determine how accessible these platforms are for disabled learners, what would make a difference for them and the resources required to resolve issues.</p> <p>Explore how assistive technology could be tested across ServiceIQ and pockets of good practice.</p> <p>Monitor progress and the impact on learners with impairments.</p>	<ol style="list-style-type: none"> <li>1. Review digital platforms.</li> <li>2. Digital Platform and Assistive Technology Implementation Plan developed.</li> <li>3. Number of solutions identified/ addressed.</li> <li>4. Reviewed in partnership with disabled learners and employers.</li> </ol>
<p><b>5. Disabled learners have equitable access to vocational learning pathways and employment</b></p>	<p>Identify and resolve the barriers for disabled learners who don't have equitable access to vocational learning pathways including those with learning (intellectual) impairment, some Deaf people, with SLD, neuro diverse conditions, etc.</p> <p>Develop partnerships with disability employment agencies to create more employment opportunities for disabled learners.</p> <p>Financial services are easily accessed (budgeting/loans).</p> <p>Information is clear and accessible.</p>	<ol style="list-style-type: none"> <li>1. Number of projects to resolve the barriers for disabled learners who don't have equitable access to vocational learning pathways.</li> <li>2. Number of people with learning (intellectual) impairment, some with SLD and neuro diverse conditions completing further study.</li> <li>3. Number of disabled learners receiving impairment related learning support.</li> <li>4. Number of training programmes and resources for staff.</li> <li>5. Number of staff completing this training.</li> <li>6. Percentage of staff feeling DC to support disabled learners.</li> <li>7. Number of links between DSS and staff established.</li> <li>8. Percentage retention rates for disabled learners.</li> <li>9. Number of partnerships with Disability Employment Agencies.</li> </ol>

Objective	Action	Metrics
<p><b>6. Employers have access to support and awareness</b></p>	<p>Create training, support and resources for employers to ensure they are Disability Confident.</p> <p>Research current employers systems and processes and support to determine employers needs to support disabled learners and create these support systems.</p> <p>Design monitoring processes so employers feel Disability Confident and disabled learners are receiving the right impairment-related learning support to succeed with work-based training.</p>	<ol style="list-style-type: none"> <li>1. Number of training programmes and resources employers.</li> <li>2. Number of employers completing this training.</li> <li>3. Percentage employers feeling DC to support disabled learners.</li> <li>4. Percentage retentions rates for these WBL learners.</li> <li>5. Number of partnerships with Disability Support Employment Agencies.</li> </ol>
<p><b>7. Provide effective support for learners who experience anxiety and mental distress</b></p>	<p>Support through a range of channels and services.</p> <p>Culturally relevant mental health support information is available.</p> <p>Staff feel supported and are confident.</p>	<ol style="list-style-type: none"> <li>1. Understand and communicate support available.</li> <li>2. An anonymous survey to understand what levels we are working with and varying elements.</li> </ol>