



Reasonable Adjustment Policy

Scope

Reasonable Adjustment Policy outlines Kensington International Colleges' approach to the Disability Standards for Education. This policy applies to all Kensington International Colleges' learners. It covers assessments conducted in all Kensington International College courses including those conducted during a learner's compulsory work placement (where applicable).

This policy covers:

- Legal Requirements
- Reasonable adjustments

Legal Requirements

The Disability Discrimination Act (1992) requires educational institutions to put in place actions to help ensure equal opportunity for people with a disability.

In 2005, the Commonwealth Government created the Disability Standards for Education. These Standards were summarised by the Department for Education and Training in 2010 as:

	Rights	Requirements
Enrolment		
	Right to seek admission and enrol on the same basis as prospective learners without disability including the right to reasonable adjustments.	Take reasonable steps to ensure that the enrolment process is accessible. Consider learners with disability in the same way as learners without disability when deciding to offer a place. Consult with the prospective learners or their associates about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary.
Participation		
	Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure learners with disability are able to participate in education and training on the same basis as learners without disability.	Take reasonable steps to ensure participation. Consult with the learner or their associate about the effect of the disability on their ability to participate. Make a reasonable adjustment if necessary. Repeating this process over time as necessary.
Curriculum development, accreditation and delivery		
	Right to participate in courses and relevant supplementary programs that are designed to	Enable learners with disability to participate in learning experiences (including assessment



develop their skills, knowledge and understanding, on the same basis as learners without disability and to have reasonable adjustments to ensure they are able to participate in education and training.	and certification). Consult with the learner or their associate. Take into consideration whether the disability affects the learner's ability to participate in the learning experiences.
Learner support services	
Right to access learner support services provided by education institutions, on the same basis as learners without disability. Learners with disability also have the right to specialised services needed for them to participate in the educational activities for which they are enrolled.	Ensure that learners with disability are able to use general support services. Ensure that learners have access to specialised support services. Facilitate the provision of specialised support services.
Harassment and victimisation	
Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.	Implement strategies to prevent harassment or victimisation. Take reasonable steps to ensure that staff and learners are informed about their obligation not to harass or victimise learners with disability. Take appropriate action if harassment or victimisation occurs. Ensure complaint mechanisms are available to learners.

Reasonable Adjustment

Kensington International College may alter the Learning and Assessment Strategies, assessment tools, learning materials and provide additional support to learners with a disability or specific learning requirements, enabling them to successfully complete the course, without altering the academic integrity of the learning and/or assessments.

Specifically, Kensington International College ensures that:

- Learners have the opportunity to disclose any disabilities or specific learning needs, prior to enrolment and during their studies
- Learners are encouraged to discuss their specific learning needs with their Student Support Manager, Academic Manager and/or Trainer or Assessor
- Learners are supported to succeed through the provision of comprehensive academic and non-academic support throughout their studies
- Learners have access to a range of support resources, such as language, literacy and numeracy resources
- Assessments are flexible and allow for reasonable adjustment without jeopardising the academic integrity of a course or program
- Assessments are conducted in accordance with the principles of validity, reliability, fairness and flexibility
- Learner performance is analysed and used to inform the development of learning and assessment to meet the needs of learners and improve their learning.



- Learners learn in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability

Quality and Continuous Improvement

This policy is subject to systematic review, evaluation and improvement, including annual review and ongoing feedback from stakeholders.

Related Documents and Forms

[Disability Discrimination Act \(1992\)](#)

[Disability Standards for Education](#)

[Standards for Registered Training Organisations \(RTOs\) 2015](#)