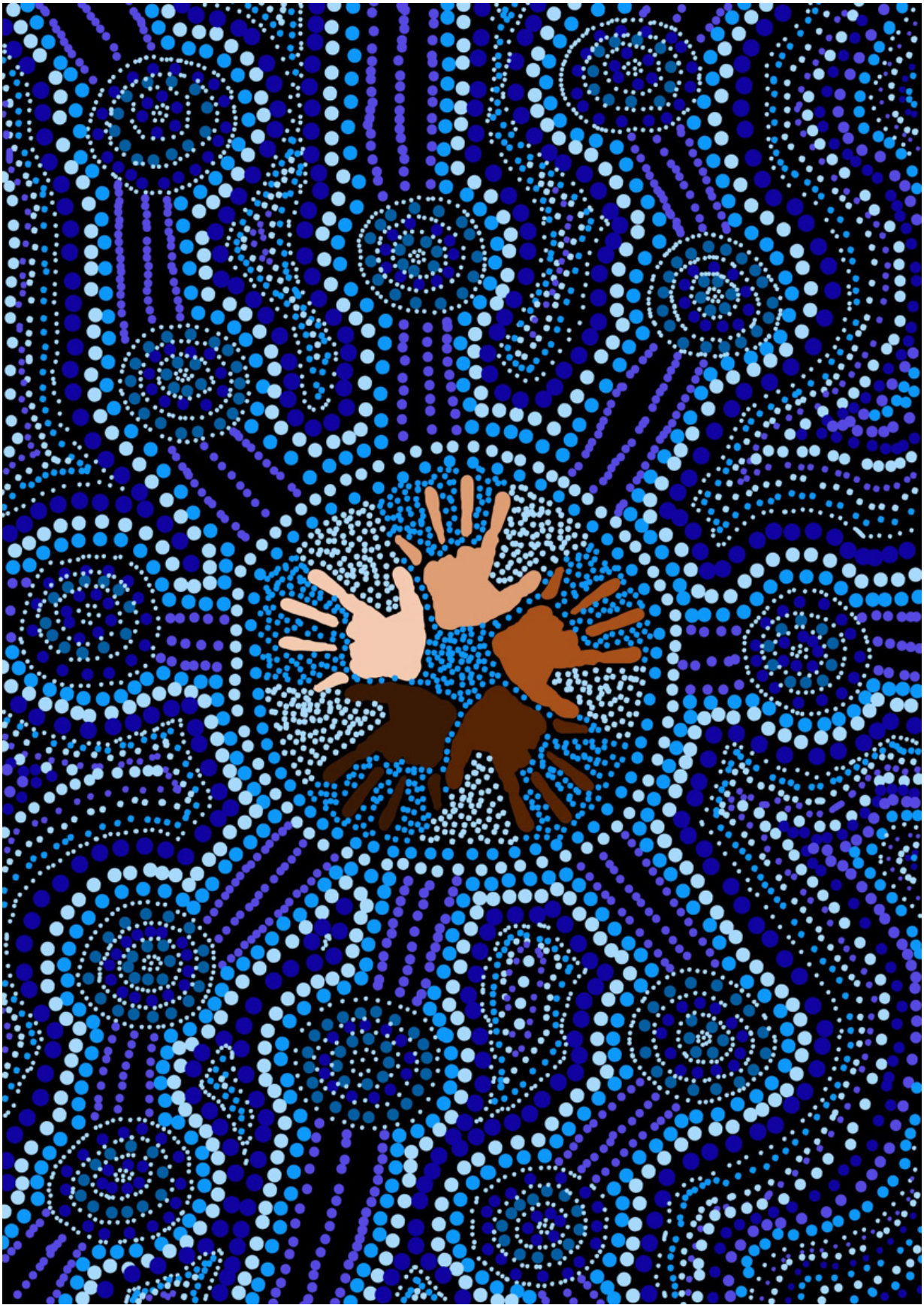
GOVERNMENT OF WESTERN AUSTRALIA

TAFE WA South Regional

Disability Access and Inclusion Plan

2026-2030





Art by **Rhekesia Bolton |** 'Unity in Diversity'

'Being a part of an inclusive and diverse community allows individuals to lead fulfilling lives while respecting one another's journeys, creating a space where equality thrives. Inclusiveness is celebrated, and everyone can contribute, enriching the lives of all members.'

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Acknowledgement of Country

South Regional TAFE acknowledges the Traditional Custodians of the lands on which our campuses work and live, and their history, culture and continuing connection to the land, sea, waterways and communities. We pay our respects to them and their Elders - past, present and emerging.

Our commitment

At South Regional TAFE, we value the diverse backgrounds, abilities and perspectives of our students, staff and communities. We are committed to creating inclusive and accessible environments where people with disability are respected, supported and able to participate. We will continue to listen, build capability, identify barriers and improve our practices.

This Plan is available in alternative formats. Visit the South Regional TAFE website www.southregionaltafe.wa.edu.au or contact Accessibility Services for assistance.

Managing Director's Address

At South Regional TAFE, we are committed to creating an environment where every person has the opportunity to learn, grow, contribute and succeed.

As the largest vocational education and training provider across regions, we recognise our responsibility to support accessible, inclusive and welcoming campuses, services, programs and workplaces. This Disability Access and Inclusion Plan reflects our commitment to identifying and reducing barriers, and creating opportunities for people with disability to participate in learning and employment.
This Plan has been shaped by the voices and experiences of our students, staff and community.

Their feedback has highlighted what is working well, where barriers remain and where we can continue to improve. This Plan is grounded in the principle of "Nothing about us, without us", recognising the importance of lived experience in shaping how we improve access and inclusion. I sincerely thank the students, staff and community members who shared their experiences, feedback and ideas in developing this Plan.
Together, we can continue building a more accessible and inclusive South Regional TAFE.







Introduction

Our campuses and services support diverse regional communities, students, industries and employers.

South Regional TAFE provides vocational education and training across the South West, Great Southern and Esperance regions of Western Australia.

We recognise the important role vocational education, training and employment can play in creating opportunities for people with disability and are committed to reducing barriers to participation. A Disability Access and Inclusion Plan (DAIP) sets out how South Regional TAFE will work to improve access and inclusion for people with disability across seven outcome areas. Our 2026–2030 DAIP builds on the progress made through the previous Plan and has been informed by the experiences and feedback of students, staff and community members. We reviewed previous commitments, sought feedback from students and staff, and invited broader community input through public consultation.

What we heard

Among students who participated in our major survey, 37% indicated they had chosen not to disclose their disability at enrolment. Feedback highlighted uncertainty about what constitutes disability, concerns about disclosure and the importance of inclusive and supportive learning environments. 'The enrolment form refers to a disability and I didn't think ADHD is seen as a disability, just a different way of learning.' 'Great communication via disability support services.' 'Talk to us, be more flexible.' This feedback helped identify three recurring priorities: making support easier to find and access, providing flexible and individualised support, and continuing to build disability awareness and inclusive practice across the College and has reinforced the notion of ' no for us, without us'. These priorities have informed the focus of this Plan.

Why do we have a DAIP?

Under the Disability Services Act 1993 (WA), public authorities are required to develop, implement and maintain a Disability Access and Inclusion Plan. DAIPs provide a framework for improving access and inclusion across seven outcome areas.
There are seven legislated DAIP outcome areas, being: Events and Services; Buildings and Facilities; Information and Communication; Service quality; Complaints and Safeguarding; Consultation and Engagement. At South Regional TAFE, access and inclusion is a shared responsibility and an important part of creating positive student, employee and community experiences. Our aims to improve access and inclusion align to guiding legislation: Disability Discrimination Act 1992, Disability Standards for Education 2005, Disability (Access to Premises - Buildings) Standards 2010, Fair Work Act 2009 and Equal Opportunity Act 1984 (WA). Aligning to this legislative context State Disability Strategy, our approach is focused on identifying and reducing environmental, attitudinal, communication and systemic barriers to participation.

We value the opportunity we hold, to make a significant contribution to the future for people with disability in our regions.

Community consultation

To inform the development of the Plan, we sought input through:

- surveys of current and former students, including students who had accessed Accessibility Services
- an employee survey
- public consultation through the College website and public advertising.

The WA Department of Communities requires advertised public consultation and encourages broader stakeholder engagement. Through public consultation, we received the following key feedback items:

** This space has been left intentionally blank to cater to key findings / collated and summarised findings / Insert key feedback here. **

Our Implementation Plan

The DAIP will be supported by an Implementation Plan that identifies actions, responsibilities, timeframes and measures of progress across the seven outcome areas.

Beyond the strategies outlined in this DAIP, South Regional TAFE has an Implementation Plan outlining actions and responsibilities against each strategy. College governance arrangements, including a Disability Access and Inclusion Planning Committee (DAIPC) will support implementation, monitoring and ongoing improvement. Progress will be monitored through the same channels and informed by feedback from people with disability. South Regional TAFE will report on DAIP progress in accordance with legislative requirements. The Implementation Plan will be reviewed and updated as priorities, evidence and opportunities change. South Regional TAFE will take practicable steps to ensure relevant agents and contractors are aware of the DAIP and their responsibilities in supporting accessible and inclusive services.

The DAIP will be reviewed during its term and formally reviewed in preparation for the next Plan. The role of the DAIPC is to meet quarterly, communicate actionable items to their respective areas, produce feedback to the committee, identify areas for improvement and review outcome area checkpoints, as outlined in the Implementation Plan. This feedback will be channelled into: The College Annual Report (yearly) progress reporting, provided to the Department of Communities, in line with the State Disability Strategy. The Implementation Plan, updates and DAIPC meeting minutes will be shared through the college Intranet page to ensure transparency and encourage whole-college input to improving Disability Access and Inclusion at South Regional TAFE.

An overview: the seven outcome areas

Our approach is structured around the seven DAIP outcome areas. Each outcome is supported by strategies in this Plan and more detailed actions and measures in our Implementation Plan.

01 **Outcome one**
Events and services

02 **Outcome two**
Buildings and facilities

03 **Outcome three**
Information and communication

04 **Outcome four**
Service quality

05 **Outcome five**
Complaints

06 **Outcome six**
Consultation

07 **Outcome seven**
Employment

Outcomes

01 Outcome one
Events and services

People with disability have the same opportunities as other people to access the services and events of a public authority.

1.1	Build staff capability to provide inclusive, accessible and welcoming services and communication.
1.2	Embed inclusive teaching and learning practices, informed by Universal Design for Learning principles.
1.3	Strengthen accessibility and inclusion in College events and activities.
1.4	Embed accessible and inclusive approaches across relevant College services and processes.

02 Outcome two
Buildings and facilities

People with disability have the same opportunities as other people to access the buildings and facilities of a public authority.

2.1	Identify and progressively address accessibility barriers across campuses, facilities and learning environments.
2.2	Consider accessibility in the planning, design, maintenance and improvement of College facilities, including signage, parking, furniture and equipment.

03 Outcome three
Information and communication

People with disability receive information from a public authority in a format that enables them to access the information as readily as other people.

3.1	Improve the accessibility and inclusivity of registration, application and enrolment information and processes.
3.2	Improve the accessibility of digital information, systems and platforms used by students, staff and the community.
3.3	Explore options to improve self-service supports, particularly regarding mental health available on the South Regional TAFE website and LMS for students and staff.
3.4	Strengthen the accessibility of South Regional TAFE's website and digital content with reference to recognised accessibility standards and good practice.



04 Outcome four
Service quality

People with disability receive the same level and quality of service from the staff of a public authority as other people receive.

4.1	Provide responsive and inclusive services that recognise the diverse needs and experiences of people with disability.
4.2	Build staff knowledge and capability in disability awareness, inclusive practice and responsibilities under the DAIP.
4.3	Strengthen inclusive teaching and learning practices, including consistent approaches to reasonable adjustment.



05 Outcome five
Complaints

People with disability have the same opportunities as other people to make complaints to a public authority.

5.1	Ensure information about providing feedback and making complaints is accessible and easy to understand.
5.2	Provide accessible pathways and appropriate support for people with disability to provide feedback or make a complaint.

06 Outcome six
Consultation

People with disability have the same opportunities as other people to participate in any public consultation by a public authority.

6.1	Provide accessible opportunities for people with disability to give feedback on relevant College services, programs and initiatives.
6.2	Use accessible and inclusive approaches to support participation by people with disability in public consultation.
6.3	Use feedback and experience data to inform ongoing improvements in access and inclusion.
6.4	Create ongoing opportunities for students with disability to inform improvements to their learning and support experience.

07 Outcome seven
Employment

People with disability have the same opportunities as other people to obtain and maintain employment with a public authority.

7.1	Strengthen inclusive and accessible recruitment and selection practices, including access to reasonable adjustments.
7.2	Support employees with disability to participate, contribute and develop in an inclusive workplace, with access to appropriate workplace adjustments and flexible work arrangements.
7.3	Promote psychologically safe and inclusive workplaces with clear pathways to workplace support.
7.4	Support greater representation, participation and inclusion of people with disability across the South Regional TAFE workforce.
7.5	Consider diverse accessibility and sensory needs in the planning and improvement of workplace and learning environments.

Achievements

Achievements during our previous DAIP we are proud to share include:

Introduction of the 'DAIP Cover Art Competition' in 2025, where the winning submission will feature in our DAIP 2026 - 2030. The winning submission was by student Rhekesia Bolton with her artwork 'Unity in Diversity'.

In line with International Day for People with Disability (IDPwD) 2025, the College's Accessibility Services team hosted a college-wide screening and celebration of the 'Focus on Ability' short film festival. This event included guest speakers and a screening of films entered in the competition.

The College saw the implementation of improved 'ALS' student case management systems across our Student Support Services teams, to better manage supporting all students.

Staff Professional Development (PD) was delivered in the areas of: Disability Awareness, Inclusive Language, Mental Health First Aid, UDL and more.

Engagement of college staff and students in the 'Great Southern Ability Fest' in 2023, 2024 and 2025 - celebrating International Day of People with Disability.

The creation of 'The CALM Room' at the Albany campus in 2025, as a safe sensory space for our Neurodiverse students to access and self-regulate. As well as the creation of other neuro-inclusive spaces at the Bunbury campus within the Learning Resource Centre. Review of the College's approach to supporting students with disability and ongoing ill-health, including Learning Support Plans and reasonable adjustment.

Introduced in 2025 to our Student Awards program was the Major Award category: Thriving with Support (DAIP), which was proudly awarded to Collie student Kerren Downe.





Have your say

Access and inclusion is an ongoing conversation. We welcome feedback from students, staff and community members about barriers, opportunities and ways we can improve accessibility and inclusion at South Regional TAFE.

You can get in touch with us in the following ways:

Phone our Accessibility Services team on: 6371 3040 or Free Call: 1800 621 445

Email: AccessibilityServices@South Regional TAFE.wa.edu.au

Submit feedback via our website: www.SouthRegionalTAFE.wa.edu.au

Chat to us face-to-face: Verbal feedback at your local campus is also welcome - pop into your closest campus (Albany, Bunbury, Busselton, Collie, Denmark, Esperance, Harvey, Katanning, Manjimup, Margaret River, Mount Barker, Narrogin)



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