ACCESS AND EQUITY POLICY

The organisation has its listed policy below which allows access to courses/programs regardless of age, gender, national background or physical disability.

Access to entry opportunity is non-discriminatory with respect to:
- sex (applicants have been predominantly female)
- age (for entrants must be 16 years or older)
- marital status, pregnancy, race, colour, county of origin, ethnic origin, socio-economic background, disability, all matters related to educational background which are not strictly relevant to success in the course and all other unstarted matters of personal affiliation or allegiance
- special consideration for entry is given, where necessary, to educationally and or socially disadvantaged groups, members within Australian community (e.g. Aboriginals and Torres Strait Islanders)

Critical consideration is, however applied to the following:
- merit of the applicant (primarily on academic and cognitive criteria, facility in the English language, and ability to complete the course)
- attitudes of the Applicant vis-à-vis those deemed to be essential to success in the course
- students meeting health and hygiene standards essential in a profession where physical contact with the Client is necessary

- **Client Support**
The organisation intends to deliver training in a fair and equitable manner. The school will attempt to resolve any conflicts or situations arising which result in students experiencing difficulties completing their training. In cases where the school is unable to promptly resolve such situations, students will be made aware of and have the opportunity to speak to counsellors from the Byron Bay Community Health Centre which has available:

- Psychologists
- Social Workers
- 1 Crisis Counsellor
- 1 Drug and Alcohol Counsellors
- 1 Mediation Counsellor

- **Learning Barriers**
The normal procedures to be adhered to in potential cases where conflict or learning difficulties arise are as follows:
a) Student in question is encouraged to discuss the situation with individual teaching staff to reach an appropriate outcome.
b) Failing that, the student is referred to the Principal and or counsellor (at discretion of the student) to further discuss the situation and to seek an appropriate outcome.

c) Discussions with the Principal/Counsellor are unable to produce a resolution to the conflict or situation, then the matter is documented by School and student and is then referred to a professional counsellor.

If professional counselling is unable to resolve the situation, the student is then given the option of referring the matter to independent counsellors of their choice

- **Special needs of learners are met in the following ways**

  Language, literacy and numeracy assistance is encouraged by:
  - Tape recording of lectures is encouraged.
  - Foreign language/English dictionaries are permitted during exams.
  - Tutors may translate exams questions if necessary.
  - Learners may be tested orally if written work is difficult e.g. dyslexic person or overseas student.
  - Lecturers are required to summarise theory topics into workplace language during class discussion time, to ascertain that all learners have understood.
  - Extension of time limits is permitted during exams. Repeat exams are permitted in all subjects. Learners may have extensions if: - study problems, grief, family problems or sickness interferes with exam timetables.
  - Learners may wait until lecture series takes place a second time if comprehension and memorising data pose a problem.
  - Child-care facilities are not available at the School. Learners with children have study timetables designed to meet their needs. E.g. late starting times, early finishing times day/night timetables
  - Instructional staffs are available at specified times and by appointment to assist learners with specific learning problems.
  - Learners with children who commence and finish at set times have a program tailored to their requirements.
  - Wheelchair access is not available to the school.
  - Out of hours access to the library can be arranged when office staffs are in attendance.
  - Learners may have access to practical lessons not normally part of their timetable by arrangement with the office and teaching staff.

- End of term private interviews are held with the student to discuss their achievement level and their own well being in the learning situation.
- At all times teaching staff are aware of any barriers to learning that may hinder a client’s ability to learn. Individual programs are adapted to suit the needs if the occasion arises.
- Strategy reviews are discussed in house meetings.